

TITLE Hispanic Association of Colleges and Universities
Annual Report, September 1990.

INSTITUTION Hispanic Association of Colleges and Universities,
San Antonio, TX.

PUB DATE Sep 90

NOTE 54p.

PUB TYPE Reports - Descriptive (141) -- Reference Materials -
Directories/Catalogs (132)

EDRS PRICE MF01/PC03 Plus Postage.

DESCRIPTORS Academic Achievement; College Students; Doctoral
Degrees; Educational Legislation; *Enrollment Trends;
Higher Education; *Hispanic Americans; *Institutional
Characteristics; Institutional Cooperation; *Minority
Groups; Minority Group Teachers; Postsecondary
Education; Private Financial Support; *Professional
Associations; Two Year Colleges; Universities

ABSTRACT

The Hispanic Association of Colleges and Universities (HACU) is a national association representing two- and four-year colleges and universities in the United States and Puerto Rico where Hispanic students constitute at least 25% of the total student enrollment. Following a brief introduction and letters from the HACU chair and president, this eight-part report provides a status report on Hispanics in higher education and the institutions that serve them. Section I reviews specific HACU activities conducted over the last year in the areas of becoming a referral service for member colleges, promoting programs that target resources to member institutions, conducting seminars and workshops on Hispanic-specific topics, promoting public policy initiatives at the federal level, and engaging in special projects to improve the educational success rates of Hispanics in higher education. Section II provides an overview of Hispanics in higher education, examining high school completion rates, undergraduate and graduate enrollments, total bachelor's and doctoral degrees awarded, and degrees awarded in selected fields, and Hispanic employment in higher education. Section III profiles Hispanic-serving institutions of higher education, defined as those non-profit colleges and universities with a Hispanic enrollment of at least 25%. This section reviews geographic distribution and type of control of these institutions, enrollments, and majors offered. Sections IV through VIII provide a directory of Hispanic-serving organizations, the names and affiliations of HACU's 1989-90 Board of Director's Executive Committee, an outline of corporate and foundation support, and a financial statement for the fiscal years 1988 and 1989. Data tables are included. (PAA)

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Hispanic Association of Colleges and Universities

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**Annual Report
September 1990**

**Hispanic Association of
Colleges and Universities**

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**Hispanic Association of
Colleges and Universities**

Contents

Foreword	1
From the Chairperson of the Board of Directors	2
From the HACU President	3
I. Report of the Hispanic Association of Colleges and Universities, September 1990	4
Introduction	4
Highlighting Member Colleges and Universities	4
Response to Requests for Information	4
Publicity	4
HSI Presentations and Testimony	5
Targeting Resources to HACU Institutions	5
Seminars and Workshops	6
Increasing the Hispanic Transfer Rate	6
Recruiting Hispanics into the Federal Government	6
Precollegiate Programs for Hispanic Students	6
Third Annual Meeting	6
Public Policy	7
Memorandums of Understanding	7
Legislative Efforts	8
Reauthorization of the Higher Education Act	8
Special Projects	9
Transfer Collaboratives	9
Hispanic Student Success Program	9
National Hispanic Student Success Program	10
II. Hispanics in Higher Education	11
Highlights	11
Hispanic High School Completion and	
Enrolled-in-College Participation Rates	11
Income Level and High School Completion Rates	11
Hispanic Enrollment in College	12
Hispanic Enrollment in Undergraduate Programs	12
Bachelor's Degrees Awarded to Hispanics in Selected Fields	12
Completion of Undergraduate Degrees	13
Hispanic Enrollment in Graduate Programs	13
Doctoral Degrees Awarded to Hispanics	13
Doctoral Degrees Awarded to Hispanics in Selected Fields	14
Hispanic Employment in Higher Education	14
III. Hispanic-Serving Institutions of Higher Education (HSIs)	15
Summary	15
Highlights	15
General Characteristics of HSIs	16
Geographical Distribution	16
Level and Control	16
Mainland HSIs	16
Puerto Rican Institutions	16

Enrollment at HSIs	16
Hispanic Enrollment at HSIs	17
Numbers of Hispanic Students at Continental HSIs	17
Percentage of Hispanic Students at Continental HSIs	17
Distribution of Hispanic Students at HSIs	
by Level of Institution	18
Majors Offered	18
Tables	24
IV. Directory of Hispanic-Serving Institutions	30
Mainland Institutions	30
Institutions in Puerto Rico	35
V. Executive Committee of HACU's Board of Directors (1989-90)	37
VI. HACU Associate Members (1989)	38
VII. Corporate and Foundation Support	39
VIII. Financial Report	40

The Hispanic Association of Colleges and Universities (HACU) wishes to thank the American Council on Education for the use of its data on Hispanic participation in higher education.

Foreword

The Hispanic Association of Colleges and Universities (HACU) is a national association representing the colleges and universities in the United States where Hispanic students constitute at least 25 percent of the total student enrollment. HACU's goal is to bring together colleges and universities, schools, corporations, governmental agencies and individuals to establish partnerships for:

- promoting the development of Hispanic-serving colleges and universities;
- improving access to and the quality of postsecondary educational opportunities for Hispanic students; and
- meeting the needs of business, industry and government through the development and sharing of resources, information and expertise.

In 1990, HACU identified 112 regionally accredited, nonprofit Hispanic-serving institutions (HSIs) that met the minimum 25 percent Hispanic student enrollment criterion for membership. Those colleges and universities, located in nine states and Puerto Rico, enrolled approximately 45 percent of all the Hispanic college students in the United States.

Associate members meet all the institutional membership criteria, except for the 25 percent Hispanic student enrollment requirement. Organizations demonstrating a strong commitment to the improvement of educational opportunities for Hispanics also may join the Association.



From the Chairperson of the Board of Directors



Raul Cardenas
President, South Mountain
Community College
Phoenix, Arizona

When I was elected chairperson of the Hispanic Association of Colleges and Universities in Phoenix in September 1989 at the third annual meeting, I was well aware of both the accomplishments of HACU and the hard work that lay ahead. I had been a HACU officer-at-large since the Association was founded in 1986.

My reasons at that time for involving South Mountain Community College, where I am president, in HACU were simple: the overwhelming importance of the education of Hispanics to the future of our nation, and the lack of attention paid at the national level to the needs of our students and of Hispanic-serving institutions.

Today, more than ever, I am convinced that HACU has become the voice for Hispanic higher education in this country. In just a few years, this Association has gained access to the decision-making process regarding higher education issues.

As chairperson, I am building on the excellent foundation laid by my predecessor, Gilbert Sanchez, president of New Mexico Highlands University. The HACU agenda in 1990 has included a much greater involvement in those public policy issues that impact our students and

our institutions. The HACU executive committee is committed and dedicated to positioning the Association for the national education agendas of the 1990s.

In the years to come, the Association will continue to assess national education trends as they affect HACU institutions, to identify sources of support, to conduct seminars on Hispanic education-related topics, and to pilot and implement projects such as the Hispanic Student Success Program, now a national program. We will emphasize member participation in activities even more than before.

HACU will become an even stronger national higher education association as the colleges and universities eligible for membership continue to realize the importance of joining together to ensure that Hispanic educational needs are represented to government agencies, corporations and foundations. With your help and support and with the appropriate funding, I believe we can accomplish our goals.

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From the HACU President

HACU's progress since the publication of the triennial report in September 1989 has been extremely impressive. The Association is now poised to expand even further its leadership role on behalf of postsecondary Hispanic students and of Hispanic-serving colleges and universities.

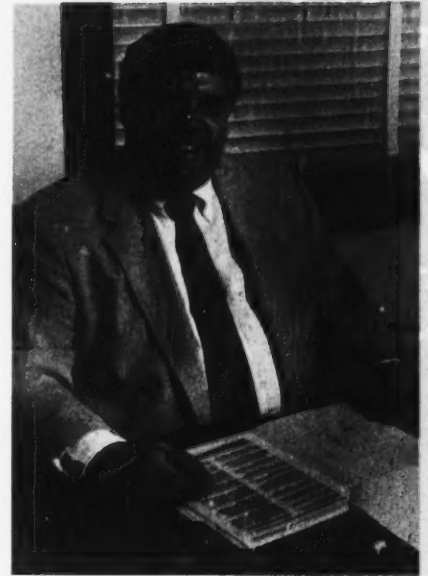
In the four years since its founding, HACU has become the recognized voice in Washington on matters related to Hispanic higher education. The Association this year has signed historic agreements that will target federal resources to our member institutions: with the Office of Personnel Management on May 15, 1990, and with the departments of Agriculture and the Interior on June 4, 1990. Additional Memorandums of Understanding with other federal agencies and departments are likely to follow in the next 12 months.

The HACU governing board periodically scrutinizes the Association's varied functions — designing and implementing projects that link precollegiate educational systems with Hispanic-serving colleges and universities, conducting seminars

and conferences on Hispanic-specific issues, advancing the member institutions' public policy agenda, and communicating effectively with the Association's various publics. The most recent strategic planning retreat of the Executive Committee of HACU's Board of Directors (June 1-3, 1990) resulted in a reaffirmation of the Association's mission and purpose and in the drafting of specific goals and objectives that will guide HACU's work over the next 36 to 48 months. The full Board of Directors will consider these statements in Chicago at the Association's fourth annual meeting, Sept. 23-25, 1990.

The involvement of HACU's membership in the Association's governance and the continuing support of HACU's many friends in the private and public sectors account, to a large extent, for HACU's success, for its sound financial position, and for its ability to look toward the future with confidence and great anticipation. We particularly wish to thank our 1990 corporate and foundation contributors (listed on page 39) for their faith in HACU and for their recognition of the importance of the Association's goals.

HACU's staff members look forward to working with the member institutions and with the Association's friends to continue to represent the interests of Hispanic students and the colleges and universities that educate them.



Antonio Rigual

Report of the Hispanic Association of Colleges and Universities September 1990

Introduction

This report concerns the activities of the Hispanic Association of Colleges and Universities (HACU) since the third annual meeting, held in September 1989 in Phoenix, Ariz.

HACU's strength as a national higher education association is largely dependent on its membership. In the past year HACU was able to advocate effectively on behalf of the colleges and universities that are eligible for membership because of the broad-based participation of these institutions in the Association.

In an effort to seek member input for charting future initiatives, HACU began conducting regional meetings for institutional and associate member colleges and universities in December 1989. The regional meetings, held in New York on Dec. 5, 1989; Chicago on Feb. 7; Miami on Feb. 16; Albuquerque, N.M., on March 6; and Los Angeles on April 9, also were designed as a way to acquaint the members with HACU's 1990 plan of work. Other HACU regional meetings are planned for San Antonio and Puerto Rico in 1991.

Membership in HACU has grown because the presidents of significantly Hispanic colleges and universities realize that their Hispanic students have special educational needs and that HACU has become the organization that can best assist in representing those needs to government agencies, corporations and foundations.

In the past year, HACU has focused on five major areas:

- highlighting the member colleges and universities
- promoting the establishment of programs that target resources to member institutions
- conducting a series of seminars and workshops on Hispanic-specific topics
- implementing public policy initiatives at the federal level
- engaging in special projects aimed at improving the higher education participation and success rates of Hispanics

Highlighting Member Colleges and Universities

As HACU has increased its visibility at the national level, it has become a widely consulted resource on Hispanic postsecondary students and the institutions that serve them. The Association has been able to highlight the programs and services of the member institutions in a number of ways.

Response to Requests for Information

By the last few months of 1989, HACU was receiving several telephone calls per week soliciting information on programs offered by member institutions. In most cases these calls came from corporations or government agencies interested in recruiting Hispanic college graduates in certain academic majors. HACU provided them with computer-generated lists of member-eligible institutions offering degrees in those majors, as well as directory information and, where appropriate, names of placement officers at the institutions.

The September 1989 HACU triennial report included a first-time-ever-published matrix of degrees offered at HACU member-eligible institutions. This report has been distributed throughout the United States, to corporations, government agencies, foundations, non-HACU institutions, educational associations, high school students and the media.

Publicity

HACU also has promoted its member institutions during the past year through publicity efforts. A public information director was hired in 1989 to accomplish the vital linkage between HACU, its member institutions, and its other various constituents.

The quarterly HACU News contains information on special programs at HACU schools and accomplishments of faculty, staff and graduates; HACU member institutions were encouraged for the first time in 1989 to submit news items to the newsletter editor. "Member Profiles," featured stories in HACU News, gave the institutions a chance to "tell their stories." Copies of the newsletter were sent to reporters at the newspapers in the cities where the profiled schools are located.

National Hispanic publications such as Hispanic Magazine, Vista Magazine and the Hispanic Link Weekly Report called the HACU office in 1989 and 1990 for background information on HACU member institutions or for names of college and university officials to interview for stories on Hispanic higher education.

As a direct result of the presence of a writer from the Chronicle of Higher Education at the HACU 1989 annual meeting in

Phoenix in September, one of the HACU member institutions was featured in the paper.

A nationally televised Spanish-language program, "TV Mujer," based in Miami, also contacted HACU for the names of Spanish-speaking college financial aid officers who could be interviewed on the program; a representative from a HACU institution appeared on the show. In another, case, HACU staff arranged for the Spanish-language network Galavisión to interview a HACU institution president, following his testimony to the U.S. Department of Education's public forum on Hispanic education in San Antonio.

HACU staff also provided the media with specific story ideas about member institutions. The national PBS television program "Heritage" featured a HACU community college because of that suggestion.

Presidents of HACU institutions also were quoted in news articles concerning the Memorandums of Understanding that HACU signed with the Department of the Interior and the Department of Agriculture on June 4 (see section on "Public Policy," p. 7.)

HSI Presentations and Testimony

In addition to inviting member institutions to attend Association seminars, HACU staff also included presentations from many of the schools on the agendas, giving them more exposure for their programs. Presidents of several member colleges and universities also made presentations about their institutions at the HACU third annual meeting in September 1989 in Phoenix.

At HACU's request, administrators of several member institutions testified at legislative hearings on behalf of Hispanic students and Hispanic-serving institutions in 1989 and 1990. (See section on "Legislation Efforts" under "Public Policy," p. 8).

Several presidents or other representatives of HACU institutions have testified about the needs of their schools and of Hispanic students at the U.S. Department of Education public forums on Hispanic education. The forums are a response to President Bush's December 1989 memo instructing Cavazos to form a Task Force on Hispanic Education.

Targeting Resources to HACU Institutions

HACU continued its efforts in 1989 and 1990 to form linkages between Hispanic-serving institutions and the public and private sectors.

Through a variety of activities, staff emphasized the academic and support programs, as well as the financial needs, of the colleges and universities that educate significant populations of Hispanic students.

In his visits to Washington, D.C., Cesar Trimble, HACU vice president, promoted partnerships for HACU institutions with government agencies such as the Department of the Interior, the Department of Agriculture, the Office of Personnel Management and the Environmental Protection Agency, similar to the agreements the historically Black colleges and universities have.

Federal departments became much more interested in late 1989 and the first part of 1990 in the work of the Association; they sent representatives to HACU seminars and the annual meeting, and frequently contacted the HACU office for information on the recruitment of Hispanic college graduates for the federal work force.

When Antonio Rigual, HACU president, visited corporations and foundations during the past year to discuss the Association, he pointed out possible matching interests between those funding sources and member schools. As a result, several corporations have expanded their recruitment efforts to include HACU institutions, and some direct financial support has been provided as an outgrowth of those relationships.

HACU joined several other Hispanic organizations in 1989 to obtain an Executive Order for Hispanic higher education that would direct federal agencies to target resources to Hispanic-serving colleges and universities. The HACU institutions enroll around 45 percent of all U.S. Hispanic college students. For the most part, these colleges and universities do not have abundant financial resources. They deserve an Executive Order such as that of the historically Black colleges and universities. Funds targeted to "low-wealth" Hispanic-serving institutions could be used to update science and computer laboratories, expand library collections, provide innovative tutoring and counseling services and develop new academic specializations. Although President George Bush has not chosen yet to issue the order, HACU will continue to work for such a directive.

In March 1990, HACU signed a two-year agreement of understanding with the Office of Personnel Management and National Image, Inc., to recruit more Hispanic students into careers with the federal government.

HACU also was able to secure two separate Memorandums of Understanding (MOUs), one with the Department of the Interior and one with the Department of Agriculture. Although the MOUs, which were signed on June 4 in Washington, D.C., do not specify a monetary amount to be distributed to member institutions, they do establish the framework for later targeting of resources for various kinds of recruitment and employment preparation programs. (See also "Public Policy" section of this report.)

Seminars and Workshops

In 1989 HACU began a series of seminars to provide member institutions and other interested groups with practical information on topics related to Hispanic students in higher education.

All the 1989 seminars were held in San Antonio. In 1990, seminars were scheduled in other cities throughout the country.

Increasing the Hispanic Transfer Rate

HACU sponsored a seminar on "Improving Transfer Opportunities for Hispanic Community/Junior College Students" on Dec. 8-9, 1989.

Community colleges provide an important start on a college education for Hispanics; around 55 percent of all Hispanic college students are enrolled at two-year schools. However, most Hispanic community college students do not continue their educations past the two-year level.

One of HACU's goals is to increase the Hispanic student transfer rate to four-year colleges and universities so that more Hispanics graduate from college. Otherwise, Hispanic students will continue to "short circuit" their educational, social and economic potential.

Some 70 educators from throughout the United States attended the seminar, which focused on the critical issues related to the success of Hispanic students at community colleges, as well as the establishment of academic linkages between two- and four-year colleges. Seminar topics included student demographics, effective developmental and retention programs, recruiting transfer students, summer honors programs and joint admissions projects.

Recruiting Hispanics into the Federal Government

HACU's March 14-15, 1990, conference on "Recruiting Hispanic College Graduates for the Federal Work Force" in Washington, D.C., drew some 140 participants to hear presentations from government and the private sector on Hispanic demographic data, strategies for overcoming Hispanic underrepresentation in the federal work force, and cultural factors that may influence the employment decisions of Hispanic college graduates. Participants also received an update on current Hispanic education initiatives and HACU's involvement in them.

Precollegiate Programs for Hispanic Students

HACU's May 4-5, 1990, seminar on "Model Precollegiate Programs for Hispanic Students," held in Los Angeles, attracted 45 administrators of institutions of

higher education and of school districts. The seminar highlighted some 13 precollegiate programs operated in conjunction with colleges and universities from throughout the nation. Participants learned about effective techniques to improve the high school graduation rates of Hispanic students, their academic preparation and their college attendance patterns.

Third Annual Meeting

"Hispanic education issues rapidly are becoming the cornerstone of a sound social and economic future for this country," said Antonio Rigual, president of HACU. "The HACU third annual meeting heightened interest among our member institutions in participating at the highest level in decisions regarding Hispanic education."

Attendance at the meeting, held Sept. 24-26, 1989, in Phoenix, Ariz., was the highest in the Association's three-year history. The approximately 200 participants represented member colleges and universities, corporations, government agencies, and educational associations.

"Basically, the meeting evolved into a definition of HACU institutions — how these institutions see themselves — and how that identity is communicated at the federal level, to funding sources, to internal constituencies, or to their own communities," HACU President Rigual explained.

The third annual HACU meeting probably was the most successful so far in terms of participant involvement. "That's what sets HACU apart — that concern among our member institutions for changing the condition of Hispanic higher education so that we can impact the nation's future," added Rigual.

Public Policy

Public policy occupied an even higher priority in HACU activities in late 1989 and 1990, with the establishment of phase one of a public policy information and education agenda.

Because of a HACU membership directive to become more active in the development and implementation of public policy, in 1989 Cesar Trimble, HACU vice president, began to spend at least one week of each month in Washington, D.C., to increase the awareness of federal legislators and agency officials about the needs of Hispanic students and the institutions that serve them. His task was to build networks of support for HACU issues and to monitor legislation on education policies that could have an impact on HACU member institutions.

Partnerships form the basis of the public policy agenda. For example, several Hispanic organizations such as LULAC, the National Council of La Raza, and ASPIRA, joined with HACU to support the concept of a Hispanic education Executive Order that would be signed by President George Bush. Such an order would direct federal agencies to allocate grants and contracts to significantly Hispanic institutions.

HACU's relationships with federal agencies have been very fruitful in the last year. The Association formed a partnership with the Office of Personnel Management (OPM) and National Image, Inc. to recruit more Hispanic students into careers with the federal government. Representatives from the three groups signed a two-year agreement of mutual understanding on March 15, 1990, in Washington, D.C., at OPM.

Memorandums of Understanding

On June 4, 1990, at a ceremony at the Department of the Interior in Washington, D.C., HACU signed



Memorandums of Understanding (MOUs) with the Department of the Interior and the Department of Agriculture. The MOUs established a Hispanic-Serving Institutions Partners Program within the two agencies to improve recruitment and employment opportunities for students from HACU member institutions.

"We must take every step possible to ensure that the full potential of all Americans is developed, so that we can successfully meet the complex challenges of the 21st century," said Secretary of the Interior Manuel Lujan Jr.

Under the terms of the MOUs, the Department of the Interior and the Department of Agriculture will provide information concerning employment needs; assist HACU and its institutions in developing career-training programs and relevant curricula; participate in Interagency Personnel Agreements

(executives- and faculty-on-loan); and conduct career fairs and other recruitment activities.

"This Memorandum of Understanding demonstrates our commitment to the development of activities that will lead to a greater participation of Hispanic students in federal programs and activities," said Secretary of Agriculture Clayton Yeutter.

The MOUs provide for committees to advise the two federal agencies and HACU. The committees will make recommendations on policies, procedures, programs and services to improve the scope and quality of educational programs and career-related activities.

The Memorandums of Understanding represent a historic cooperative effort between the federal government and HACU institutions. HACU believes the Hispanic-Serving Institutions Partners Program will have a positive impact on the ability of member institutions to teach and train Hispanics so they can help the United States advance and prosper in the 21st century. As the number of Hispanics in the work force increases, the federal government should set an example for the rest of the nation in establishing programs to train, educate, recruit, and hire Hispanics. In the very near future, the credential for employment success in this country will be a college degree, at minimum, and some specialized training or education beyond that.

"The job safety net of a high school diploma is now so tattered, those who jump into it almost always hit bottom," said HACU President Rigual. "We commend the departments of the Interior and Agriculture for their leadership in preparing Hispanics for the future and we challenge other federal agencies to follow their actions."

"Because most Hispanics are products of low-wealth environments, resources are of key importance in meeting the work-force requirements of the nation in the 21st century and in improving the educational success rates of Hispanic youth," said Cesar Trimble, HACU vice president. "The departments of the Interior and Agriculture have set an example of what can be accomplished by people of vision."

Legislative Efforts

On the legislative side, HACU has continued to supply information to legislators considering bills that would affect Hispanics in higher education.

Presidents of two HACU institutions testified before separate House Education and Labor Committee hearings in March 1990, indicating their support of committee chair Augustus F. Hawkins' (D-Calif.) bill, H.R. 4130, the "Twenty-First Century Teachers Act."

Raul Cardenas, president of South Mountain Community College in Phoenix, Ariz., and chairperson of the HACU board of directors, testified on March 3 at a hearing in Los Angeles. Connie Valdez, president of Northern New Mexico Community College in Española, N.M., testified in Washington, D.C., on March 15.

H.R. 4130 provides financial aid for students who choose teaching careers, loan forgiveness to graduates who teach in designated schools, resources to institutions of higher education to recruit and retain students who pursue teaching careers, and funds for arrangements between institutions of higher education and local education agencies to develop school reform programs.

"Teacher shortages are particularly acute in areas with large numbers of Hispanic students," Cardenas said in his testimony.

"With increasing numbers of Hispanic students entering the nation's schools, it is critical that more Hispanic teachers be trained and recruited. The emphasis throughout the bill on serving minority students and on recruiting and retaining minority teachers is a significant step toward bringing Hispanic students into the mainstream of the American educational system," he said.

Rep. Hawkins, in his introduction to the March 15 hearing of the committee in Washington, D.C., mentioned having received comment on the bill from HACU at the March 3 Los Angeles session.

"The growing number of Hispanic students requires that more Hispanics be recruited and trained as teachers," Connie Valdez testified at the Washington hearing on the bill. "Since a large percentage of these students attend Hispanic-serving institutions, the targeting of HSIs, as H.R. 4130 does, is a positive step toward solving the teacher shortage and improving educational attainment levels of Hispanics."

As other bills that affect Hispanic students are introduced in Congress, HACU will call on more member institutions' presidents to provide testimony on behalf of Hispanic-serving colleges and universities.

Reauthorization of the Higher Education Act

The reauthorization of the Higher Education Act (HEA) also is one of HACU's priorities. During 1989 the Association established two ad hoc committees to provide advice on HACU's role in the reauthorization process — one on the HEA as a whole and one on Title IV student financial aid.

HACU had an opportunity to present some of the suggestions of the financial aid task force at the federal level on Nov. 21, 1989, when Cesar Trimble, HACU vice president, testified at a U.S. Department of Education hearing in Washington, D.C., on the

reauthorization. Several federal financial aid programs should be modified in the reauthorization of the Higher Education Act to improve higher educational opportunities for Hispanics, he said.

Speaking on behalf of HACU and its member institutions, Trimble recommended that: (1) the Pell Grant program be made an entitlement targeted to needy first- and second-year college students, (2) the Income Contingent Loans be eliminated, and (3) the needs analysis forms for financial aid be simplified.

"HACU recommends that a system be designed to allow a student whose family is already receiving some type of federal assistance to be eligible automatically for Title IV student financial assistance," he said. In addition, he recommended that the TRIO outreach programs (Talent Search, Upward Bound and Educational Opportunity Centers) of Title IV be expanded to include sixth-to-ninth grade students.

He also mentioned the importance of Title III (Institutional Aid) to Hispanic-serving institutions.

Special Projects

Transfer Collaboratives

Around 55 percent of all Hispanic college students are enrolled in two-year schools. However, most Hispanic community college students do not continue their educations past the two-year level.

To increase the Hispanic transfer rates to four-year institutions, HACU will begin exploring the possibility of "transfer collaboratives" between pairs of member institutions, both



those that meet the 25 percent Hispanic enrollment criterion for HACU membership and those that are associate members. The collaboratives could include such activities as:

- transfer fairs on the community college campuses with representatives from four-year institutions
- summer honors programs of course offerings at four-year institutions for outstanding community college students
- the publication of transfer information guides describing four-year institutions in specific geographical areas
- joint admissions programs that formally admit students to a bachelor's degree program at a four-year college or university at the same time they enroll in a community college.

HACU first became involved in transfer collaboratives through The Ford Foundation's Two-Year/Four-Year Program, part of the Association's San Antonio pilot project, the Hispanic Student Success Program.

Hispanic Student Success Program

The Association continues to operate its major special project to improve the educational attainment levels of Hispanics, the Hispanic Student Success Program (HSSP), which began in 1988. Funded by The Pew Charitable Trusts and The Ford Foundation, the HSSP is designed to increase the rates at which San Antonio Hispanic students graduate from high school, enroll in college and graduate from college. Each year the HSSP reaches some 15,000-20,000 Hispanic students from kindergarten through community college, as well as parents and teachers.

HACU institutions, perhaps more so than other colleges and universities, are very aware of the necessity of viewing education as a continuum: that is, the need of Hispanic students for early outreach programs, for projects that prepare students for college-level work, and for linkages between school systems and institutions of higher education. The HSSP contains all those elements.

National Hispanic Student Success Program

On March 16, 1990, HACU announced the expansion of the HSSP to four sites throughout the country. The start-up phase of the National Hispanic Student Success Program (NHSSP), funded by a \$471,024 grant from The Sears-Roebuck Foundation, will begin in Miami, Fla., and northern New Mexico this year, and in East Los Angeles, Calif., and the Bronx, N.Y., in 1991. The program, which will reach thousands of Hispanic students from elementary school to college, their parents and their teachers, is based on "partnerships" with education "stakeholders."

Community action teams representing HACU-member institutions, school districts, the business sector and community

organizations were formed in 1989 in each of the sites. HACU colleges and universities involved in the coordination of the NHSSP at the four sites are Miami-Dade Community College and Florida International University in Miami; Santa Fe Community College, Northern New Mexico Community College (Española, N.M.), and New Mexico Highlands University (Las Vegas, N.M.); East Los Angeles College and California State University-Los Angeles; and Hostos Community College and Herbert H. Lehman College in the Bronx, N.Y.

The action teams met individually with NHSSP Project Director Cesar Trimble in 1989 to determine how the HSSP could be adapted to meet their local needs and resources. In November 1989 the teams met together in San Antonio to gain in-depth knowledge about the pilot HSSP and to develop their action plans.

HACU believes that the HSSP is a "blueprint" for making significant gains in the educational success rates of Hispanics nationally.

According to the Dade County public school system in South Florida, for example, the dropout rate for Hispanic students there is nearly 25 percent.

"This coalition will serve as a catalyst in creating a meaningful force to decrease the number of Hispanic high school dropouts and increase the number of Hispanic college graduates," said Jose Vicente, dean of the InterAmerican Center at Miami-Dade Community College and coordinator of the Miami action team.

"We will try to plant the seed from the very beginning so that the Hispanic community will see that education has to be treated as a long-term investment," he said. "Ultimately we want to make a positive mark in the economic advancement of Hispanics."

Hispanics in Higher Education

Highlights

- Hispanic high school completion rate (1988) — 55.2 percent
- number of Hispanics enrolled in college in the continental United States (1988 data) — 680,000 (5.2 percent of total college enrollment)
- percent of Hispanic college students who are female (1988) — 54.4 percent
- college participation rate of Hispanic high school graduates, 18 to 24 years old (1988) — 30.9 percent
- number of Hispanics in graduate and professional schools (1988) — 48,000
- percent of Hispanic college students enrolled in two-year colleges (1988) — 56.5 percent
- undergraduate degrees awarded to Hispanics (1987) — 2.7 percent of total
- number of doctorates awarded to Hispanic U.S. citizens (1989) — 569
- Hispanic full-time faculty in higher education (1985) — 1.7 percent of total
- Hispanic full-time administrators in higher education (1985) — 2.0 percent of total
- number of Hispanic college and university presidents (1990) — approximately 90 (continental U.S. - 55; Puerto Rico - 35)

Hispanic High School Completion and Enrolled-in-College Participation Rates *

(Tables 1 and 2)

In 1976, some 55.6 percent of Hispanics, 18-to-24 years old, had completed high school. Of that group, 35.8 percent were enrolled in college at the time.

Twelve years later, in 1988, the population of 18-to-24-year-old Hispanics had grown by 70.3 percent, yet the percent of high school graduates had remained virtually the same, and, in fact, had dropped slightly, to 55.2 percent.

Despite a 77 percent increase from 1976 to 1988 in numbers of Hispanics enrolled in college (from 384,000 to 680,000**), the enrolled-in-college participation rate of Hispanic 18-to-24-year-old high school graduates had fallen to 30.9 percent in 1988, a decrease of some 13.7 percent since 1976.

The decline in Hispanic college participation rates can be attributed primarily to economic factors. In the same decade in which the numbers of Hispanics living in poverty increased, collegiate financial aid programs shifted in emphasis from grants to loans. Tuition rose faster than inflation and, in terms of constant dollars, financial assistance did not keep pace. Economically disadvantaged students had a more difficult time paying college expenses with financial aid.

When faced with urgent economic necessity, many Hispanic youth feel obligated to take any job after graduation from high school in order to help their families. Deferring earning power, albeit small, for at least four years ceases to be an option when the family is suffering.

* Source: Bureau of the Census

** Note: This figure includes all Hispanics enrolled in college, not just 18-to-24-year-olds.

Income Level and High School Completion Rates *

Income level has a very definite effect on the high school completion rates of Hispanics and of other groups. For example, in 1987, high school completion rates of dependent 18-to-24-year-olds whose families had incomes in the "upper quartile" (\$48,710 and above) varied little according to ethnicity. White non-Hispanics in that category finished high school at the rate of 94.4 percent. Of the Hispanics in that earnings group, 90.9 percent completed high school, a statistically insignificant difference of only 3.5 percentage points.

That same year, 29 percent of white non-Hispanics had annual incomes in the upper quartile, that is, of \$48,710 and above, while only 7 percent of Hispanics fell in that category. Twenty percent of white non-Hispanics were in the lowest income quartile — with earnings of under \$16,450 per year -- while 45 percent of Hispanics occupied that rank.

Thus, it is not unusual to find that in 1988, 82.3 percent of the white non-Hispanic population of 18-to-24-year-olds completed high school, while only 55.2 percent of Hispanics in the same age group finished their high school studies, a difference of 27.1 percentage points.

Much of the difference in high school completion rates between ethnic groups disappears when income level is controlled. (See Table 3.)

* Source: U.S. Department of Commerce, Bureau of Census, Current Population surveys, various years. Special analysis by the American Council on Education's Division of Policy Analysis and Research.

Hispanic Enrollment in College

Hispanic enrollment in college in 1988 in the continental United States was 680,000, or 5.2 percent of the total college enrollment of 3,043,000, according to the National Center for Education Statistics of the U.S. Department of Education (*Chronicle of Higher Education*, April 11, 1990). (See Table 4.)

Hispanic males accounted for 5.6 percent (or 310,000) of the total Hispanic enrollment and Hispanic females composed 54.4 percent (or 70,000) of the total.

Since 1986, Hispanic college enrollment has risen 10 percent. From 1978-88, Hispanic college enrollment increased 63.1 percent. Over that 10-year period, enrollment of Hispanic males grew by 45.5 percent and Hispanic female enrollment rose by 80.5 percent.

In 1988, of the 680,000 Hispanics enrolled in college, 631,000 were in undergraduate school, 39,000 were in graduate school, and 9,000 were in professional school.

Hispanics continued their trend in 1988 of enrolling in greater numbers in public institutions (86.3 percent) and in two-year colleges (56.5 percent). (See Table 5.)

However, although Hispanic college enrollment has grown, the college participation rate in 1988 of Hispanic high school graduates who were 18 to 24 years old was 30.9 percent, a slight increase over the 29.4 percent participation figure of 1986. Thus, the increases in Hispanic college enrollment are a result of the substantial growth in the Hispanic population over the past few years, and not because of great improvement in the Hispanic college-going rate.

Hispanic students are still far less likely than white non-Hispanics to graduate from high school, and the Hispanics who do earn high-school diplomas are less likely than non-Hispanics to enroll in college.

Hispanic Enrollment in Undergraduate Programs

In 1988, Hispanic undergraduate college enrollment stood at 631,000, or 5.6 percent of all the undergraduate college students in the United States.

Hispanics are underrepresented in undergraduate enrollment. For example, in 1988 Hispanics accounted for 10 percent of the total U.S. 18-to-24-year-old population, yet they constituted only 5.8 percent of all 18-to-24-year-old students enrolled in college.

18-to-24-year-olds
Enrolled in College (1988)
All — 7,791,000
Hispanic — 451,000 (5.8%)

Not only do Hispanics form a very small percentage of undergraduate enrollment, they also do not earn bachelor's degrees in numbers comparable to their proportion of the student population. For example, Hispanic students represented 5.3 percent of undergraduate enrollment in 1986, but they earned only 2.7 percent of all undergraduate degrees in 1987. (See Table 6.)

However, Hispanics did make gains in the number of degrees earned between 1976 and 1987. During that time, the number of bachelor's degrees awarded to Hispanics grew by 50.3 percent.

Bachelor's Degrees Awarded to Hispanics in Selected Fields

Hispanic students' choices of major fields of study have undergone some changes since 1976 (see Table 7). In general, bachelor's degrees awarded to Hispanics reflect the same trends as those of other students; however, the

amount of change varies according to ethnicity. For example, the number of bachelor's degrees awarded in education from 1976 to 1987 declined by 43.7 percent among all students. Although Hispanics also chose education as a major less often during that time, the proportion of change was smaller — a 21.5 percent drop. In that same time period, the percentage of blacks receiving bachelor's degrees in education decreased by 70.1 percent.

Fewer bachelor's degrees in the social sciences were awarded to Hispanics in 1987 than in 1976, although the drop measured only 4.9 percent.

Bachelor's degrees awarded to Hispanics in the health professions and the biological/life sciences grew by 47.8 percent and 44.2 percent, respectively, over the same 11-year period.

By far, the areas that showed the greatest increases in bachelor's degrees awarded to Hispanics were engineering and business. From 1976-87, bachelor's degrees in engineering awarded to Hispanics rose 138.6 percent; business degrees increased 159.3 percent. However, the actual numbers of degrees remain small. In 1987, only 2,007 Hispanics received bachelor's degrees in engineering, as compared to 57,564 white non-Hispanics. That same year, 6,398 Hispanics earned bachelor's degrees in business, compared to 205,118 white non-Hispanics. Of the total number of bachelor's degrees in business awarded to Hispanics, slightly under one-half (49.2 percent) went to women.

Completion of Undergraduate Degrees

According to the 1990 report "Undergraduate Completion and Persistence at Four-Year Colleges and Universities" of the National Institute of Independent Colleges and Universities, only 20 percent of Hispanic students at four-year colleges had graduated with a bachelor's degree within six years. Fifty-four percent of Hispanic students who enrolled in four-year colleges had dropped out for good within six years. The study was based on U.S. Department of Education figures on 1980 high school graduates (reported in the *Chronicle of Higher Education*, Feb. 21, 1990).

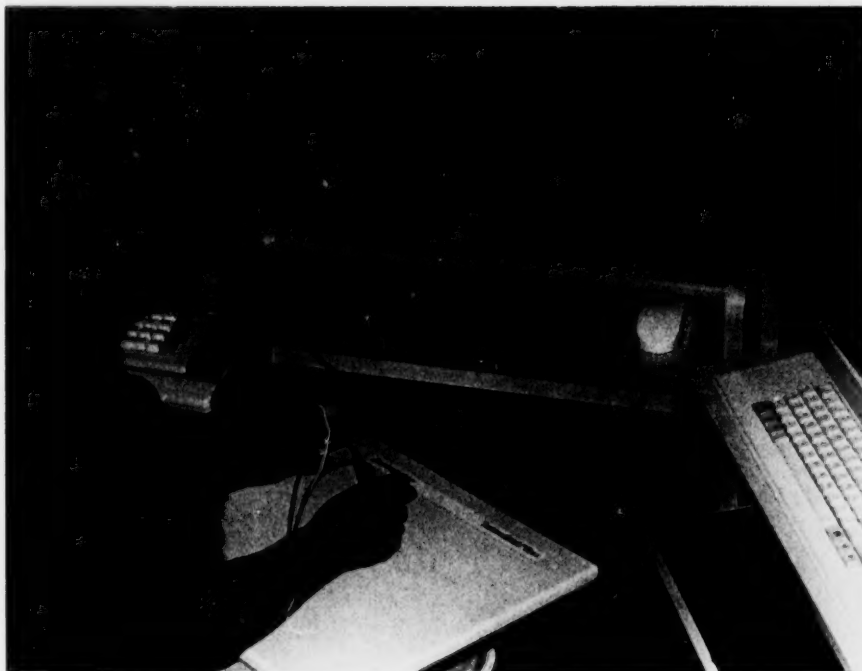
Similar figures from the National Center for Education Statistics indicate that 51 percent of Hispanic students do not earn a degree within 12 years of entering college (State Higher Education Executive Officers newsletter, *Network News*, April 1990).

Hispanic Enrollment in Graduate Programs

In 1988, Hispanics enrolled in postgraduate programs numbered 48,000, with 39,000 in graduate school and another 9,000 in professional school. While Hispanic enrollment in professional studies showed no change since 1986, enrollment in other graduate programs suffered a 15.2 percent loss, or 7,000 students, from 46,000 to 39,000.*

Hispanics comprised only 2.8 percent of all graduate students in the U.S. in 1988, a drop from the 1986 figure of 3.2 percent.

(Note: These figures contradict a study conducted by the Council of Graduate Schools and the Graduate Record Examinations Board, as



reported in the May 2, 1990, issue of the *Chronicle of Higher Education*, which shows that the number of Hispanics enrolled in graduate programs rose by 8.4 percent from 1986 to 1988.)

* Source: National Center for Education Statistics, U.S. Department of Education.

Doctoral Degrees Awarded to Hispanics

An alarmingly small number of Hispanic U.S. citizens earn doctorates. In 1989, the total number of doctorates awarded in the United States was 34,319. Of that number, only 569 doctorates (or 1.7 percent) were awarded to Hispanics. Those 569 doctoral degrees represent 2.5 percent of the 23,172 doctorates awarded to U.S. citizens that year. (See Table 8.)

The number of Hispanics receiving doctorates has declined for two consecutive years, from 614 in 1987, to 594 in 1988, to 569 in

1989. In fact, the 1989 figure is below that of 1986, when 572 Hispanics received doctoral degrees.

From 1979-89 the number of doctorates awarded to U.S. Hispanics rose from 462 to 569, an increase of 23.2 percent. By far, most of the increase is due to the rise in number of degrees awarded to Hispanic women. From 1978-88 (the most recent year for which gender figures were available at the time of this report), total Hispanic doctorates rose by 25.6 percent. However, doctorates earned by Hispanic females increased by 75 percent. The number of doctorates received by Hispanic males grew only 1.3 percent in that time.

* Source: National Research Council

Doctoral Degrees Awarded to Hispanics in Selected Fields

Hispanics have increased the number of doctorates they earn in all specialties, according to the American Council on Education's analysis of National Research Council data. (See Table 9.) "From 1980 to 1988, Hispanic Americans more than doubled the number of Ph.D.s they earned in engineering, life sciences, and physical sciences ... However, the majority of doctorates granted to Hispanic Americans were in education, social sciences, and humanities, with 63.8 percent of all doctorates earned by Hispanic Americans concentrated in those three fields."*

The largest growth in number of doctorates awarded to Hispanics from 1980-88 occurred in physical science, with a 155.6 percent increase. However, the number of U.S. Hispanics who earned doctorates in physical science only increased from 27 in 1980 to 69 in 1988.

Thus, although the percentage increase in doctorates awarded to Hispanics over an eight-year period is large, obviously the actual numbers remain tiny. Clearly, the dearth of Hispanic Ph.D. recipients has reached the critical level, in terms of Hispanic participation in research and development in science and industry, and in academia.

* Source: "Minorities in Higher Education," American Council on Education, 1988

Hispanic Employment in Higher Education

In 1985, only about 2.0 percent of full-time higher education administrators and 1.7 percent of college faculty members were Hispanic.*

Although the number of Hispanic higher education administrators increased dramatically by 107 percent from 1975 to 1985, this figure, rather than cause for celebration, merely signals the even more dismal situation for Hispanics 15 years ago. The actual numbers of Hispanic administrators in college and universities only increased from 1,202 in 1975 to 2,490 in 1985. (See Table 10.)

The percentage of Hispanic women who are higher education administrators grew by 200.3 percent in the 10-year period from 1975-85, but Hispanic women still constituted only 0.7 percent of all college and university administrators in 1985.

More Hispanics were employed as full-time faculty than administrators in institutions of higher education in 1985, although their numbers also were small. Their percentage of the total (1.7 percent) was even smaller than the percentage of Hispanic administrators, and their 10-year growth rate from 1975-85 was 27.9 percent. In 1985, some 8,087

Hispanics taught full time in the nation's colleges and universities, up from 6,323 in 1975. Hispanic women increased their representation on higher education faculties by 37.4 percent in the 10-year period. (See Table 11.)

Corporate America and resource-rich institutions compete intensely for the few Hispanics each year who graduate with doctorates, and who would be the most likely candidates to become college professors and administrators. Hispanic-serving institutions often cannot match those employment offers.

HACU is investigating ways to assist in increasing the number of Hispanic college administrators, particularly those in leadership positions — chancellors, presidents, vice presidents and deans. Hispanic students enrolled in all institutions of higher education, but particularly at HACU institutions, need to see Hispanics as academicians and researchers and leaders of the colleges they attend.

* Source: "Minorities in Higher Education," American Council on Education, 1988

Hispanic-Serving Institutions of Higher Education (HSIs)

Summary

Some 112 nonprofit colleges and universities in the United States qualify for institutional membership in the Hispanic Association of Colleges and Universities by having a minimum of 25 percent Hispanic student enrollment. These institutions are located in nine states (Arizona, California, Colorado, Florida, Illinois, New Jersey, New Mexico, New York, and Texas) and Puerto Rico. For the purposes of this report, the HACU member-eligible colleges and universities are called Hispanic-serving institutions (HSIs).

The HSIs enroll around 45 percent of all postsecondary Hispanic students in the United States. Hispanic student enrollment at these institutions ranges from 25 to 99 percent of their student bodies. Furthermore, demographic changes will result in more institutions reaching the minimum Hispanic enrollment criterion each year, so that early in the 21st century, some 150 colleges and universities should be eligible for HACU institutional membership.

Membership in HACU has grown from 18 in 1987 — the Association's first full year of operation — to 56 in 1989. The goal for institutional membership for 1990 is 70.

Highlights

- Seventy-seven (77) of the 112 HSIs are located in the continental United States; 35 are located in Puerto Rico.
- Distribution of continental HSIs by state:
 - California (21)
 - Texas (21)
 - New Mexico (11)
 - New York (9)
 - Florida (6)
 - Illinois (3)
 - New Jersey (2)
 - Colorado (2)
 - Arizona (2)
- Total Hispanic higher education enrollment in the continental U.S. — 680,000 (fall 1988)
- Enrollment at Puerto Rico's institutions of higher education — approximately 150,000
- Total number of Hispanic students enrolled at the 77 mainland HSIs — 208,885
- 31% of all Hispanic postsecondary students in the continental United States are enrolled at the 77 mainland Hispanic-serving institutions
- Around 45% of all Hispanic postsecondary students in the continental United States and Puerto Rico are enrolled in the 112 HSIs.
- Number of mainland colleges and universities where Hispanic students are 50 percent + of the enrollment — 22
- Eleven of the 77 continental U.S. HSIs have more than 5,000 Hispanic students.
- The 112 HSIs are divided almost evenly between two-year and four-year institutions, with 55 two-year and 57 four-year schools.
- Of the 77 continental U.S. HSIs:
 - 78% are public
 - 62% are two-year colleges
 - number of two-year colleges — 48 (45 public, 3 private)
 - number of four-year institutions — 29 (15 public, 14 private)
- Texas HSIs are heavily public (18 of 21 total) and almost evenly divided between two-year schools (10) and four-year colleges and universities (11).
- California HSIs are heavily public (17 of 21 total) and mostly two-year schools (17 of 21).

- Hispanic students attending the 77 continental U.S. HSIs are distributed as follows —
two-year: 148,922 (71%)
four-year: 59,963 (29%)
- Most HSIs are relatively small. Fifteen of the 112 HSIs have total enrollments of fewer than 1,000 students. Seventy-one of the HSIs (63%) enroll fewer than 5,000 students; 91 have fewer than 10,000 students; 21 have more than 10,000 students; one has more than 40,000 students.
- Continental U.S. institution with the largest number of Hispanic students: Miami-Dade Community College (23,256 Hispanic students)
- Continental 4-year institution with the largest number of Hispanic students: University of Texas-Pan American at Edinburg (9,142 Hispanic students)
- Institution in the continental U.S. with the largest percentage of Hispanic students: St. Augustine College, Chicago (99.7% Hispanic)

General Characteristics of HSIs

Geographical Distribution

Of the 112 HSIs, 77 are located in the mainland United States and 35 are in Puerto Rico.

In the continental United States, Texas and California have the greatest number of HSIs, with 21 each, followed by New Mexico (11), New York (9), Florida (6), Illinois (3), and New Jersey, Colorado, and Arizona (2 each).

Level and Control

The 112 HSIs are divided almost evenly between two-year and four-year institutions, with 55 two-year and 57 four-year schools. (Three Texas universities — Corpus Christi State University, Laredo State University and the University of Texas-Pan American at Brownsville — are two-year, upper-division institutions. All three schools are considered four-year institutions for this report.)

Mainland HSIs (Table 12)

Of the 77 mainland institutions, 48 (62 percent) are two-year schools and 29 (38 percent) are four-year colleges or universities.

Public institutions greatly outnumber the private schools on the mainland. There are 60 public HACU institutions, representing 78 percent of the total, and 17 private institutions (22 percent).

Of the 60 mainland public institutions, 45 are two-year, lower-division schools. Of the 17 mainland private schools, three are two-year institutions. Of the 29 four-year colleges or universities on the mainland, 15 are public and 14 are private.

Texas and California have the greatest number of Hispanic-serving institutions, with 21 each. Of the Texas HSIs, 10 are two-year schools and 11 are four-year colleges or universities. Most (18) of Texas' HSIs are public, with only three four-year universities being private. All three are Catholic institutions located in San Antonio, Texas.

California's 21 HSIs are mostly public (17) and mostly two-year schools (17).

Puerto Rican Institutions

Of the 35 accredited Puerto Rican island institutions of higher education, 28 (80 percent) are considered four-year colleges or universities, and seven (20 percent) are two-year schools.

Private institutions outnumber the public colleges and universities in Puerto Rico. There are 22 private institutions of higher education, representing 63 percent of the total, and 13 public schools (37 percent).

Of the 28 four-year colleges and universities, 19 (68 percent) are private and nine (32 percent) are public. Of the 22 private schools, 19 (86 percent) are four-year institutions and three (14 percent) are two-year colleges.

Enrollment at HSIs

For the most part, enrollment figures used in this report for the 77 Hispanic-serving institutions in the continental United States are from the National Center for Education Statistics of the U.S. Department of Education (as reported in the *Chronicle of Higher Education*, April 11, 1990). All enrollment statistics are from fall 1988, unless otherwise indicated. In a few cases, enrollments were verified through HACU staff contact.

Enrollment figures for the Puerto Rican island institutions were taken from the College Board Annual Survey of Colleges Data Base, 1988.

Enrollments at the 112 Hispanic-serving institutions range from 56 students to over 40,000. However, most of the HSIs are relatively small, with 91 (or 81 percent) having enrollments of fewer than 10,000 students. In fact, 71 of the institutions (63 percent) have enrollments of fewer than 5,000 students. Fifteen schools have enrollments of fewer than 1,000 students.

Twenty-one of the HSIs have more than 10,000 students.

Both the smallest and the largest HSIs are located in Miami, Fla. The smallest is St. John Vianney College Seminary, a four-year Catholic institution of 64 students. The largest is Miami-Dade Community College, a two-year public institution of 43,880 students.

After Miami-Dade Community College, the next four largest HSIs are the University of Puerto Rico at Rio Piedras, a four-year public institution (enrollment: 22,635); San Antonio College, a two-year public institution in San Antonio, Texas (enrollment: 21,593); Mount San Antonio College, a two-year public college in Walnut, Calif. (enrollment: 20,563); and Florida International University, a four-year public institution in Miami (enrollment: 18,128).

Hispanic Enrollment at HSIs

In general, information on percentage of Hispanic enrollment at the 77 mainland Hispanic-serving institutions was obtained from U.S. Department of Education, National Center for Education Statistics reports, as published in the April 11, 1990, issue of the *Chronicle of Higher Education*.

The center compiles data on ethnicity every two years; the most recent period for which figures are available is fall 1988. In some cases, some Hispanic-serving institutions were not included in the compilation, the figures were known to be incorrect, or the institution's enrollment had increased sufficiently since 1988 such that the college or university now qualifies for HACU membership. In those cases, information on ethnicity was obtained through HACU staff contact with the institution.

Figures on ethnicity at the Puerto Rico island institutions are not available because of a Puerto Rican constitutional provision prohibiting the gathering of such information. For the purposes of this report, the 35 Puerto Rican institutions, which enroll approximately 150,000 students, are presumed to be 99 percent Hispanic.

(See the Directory of Hispanic-Serving Institutions at the end of this report.)

Numbers of Hispanic Students at Continental HSIs

Of the 77 mainland HSIs, 11 have more than 5,000 Hispanic students. Specifically, 12 have up to 500 Hispanic students; 15 have from 501-1,000; 28 have from 1,001-3,500; 11 have from 3,501-5,000; five have from 5,001-7,500; four have from 7,501-10,000; and two have more than 10,000 Hispanic students. (See Table 13.)

The largest number of Hispanic students at any college or university in the continental United States is found at Miami-Dade Community College, where 23,256 (or 53 percent) of the school's 43,880 students are Hispanic.

More Hispanic students attend the University of Texas-Pan American in Edinburg, Texas, than any other four-year institution on the mainland. UT-Pan Am-Edinburg has 9,142 Hispanic students (81.6 percent of a total enrollment of 11,204). The University of Texas at El Paso follows very closely behind, with 8,174 Hispanic students, although the percentage of Hispanic students there is lower (54.6 percent of 14,971 students).

Hispanic college students in New Mexico, Texas and Florida seem to prefer attending institutions whose enrollments are significantly Hispanic. In each of those states, more than 50 percent of all Hispanic college students attend Hispanic-serving institutions. (See Table 14.)

Percentage of Hispanic Students at Continental HSIs

Hispanic student enrollment at the 77 mainland HSIs ranges from 25 percent to 99.7 percent.

Thirty-one of the 77 mainland HSIs have Hispanic enrollments ranging from 25-35 percent. Hispanic students comprise from 36-49 percent of the total enrollment at 24 HSIs and from 50-74 percent of the total enrollment at 14 institutions. The student bodies at eight institutions are from 75-99 percent Hispanic. Thus, 22 institutions of higher education in the continental United States have enrollments that are 50 percent Hispanic or more. (See Table 15.)

The "most Hispanic" of the institutions in terms of percentages of Hispanic students are St. Augustine College, a two-year private institution in Chicago, with 99.7 percent Hispanic enrollment; Boricua College, a four-year private institution in New York City (91 percent Hispanic); Laredo Junior College, a two-year public college in Laredo, Texas (89.6 percent Hispanic); Texas Southmost College, a two-year public institution in Brownsville, Texas (85.6 percent Hispanic); Hostos Community College, a two-year public college in the Bronx, New York City (83.4 percent Hispanic); Texas State Technical Institute, a two-year public institution in Harlingen, Texas (82.2 percent Hispanic); the University of Texas-Pan American in Edinburg, a four-year public institution (81.6 percent Hispanic); and Laredo State University, a two-year upper-division university in Laredo, Texas, classified as a four-year institution for this report (80.8 percent Hispanic).

**Distribution of Hispanic Students
at HSIs by Level of Institution**

In fall 1988, of the 680,000 Hispanics enrolled in college in the continental United States, 56.5 percent (or 384,200) were attending two-year institutions.

Hispanic students in the continental United States tend to enroll more in community colleges than in four-year institutions probably because these schools are not expensive and are located close to home. In addition, their admissions policies generally are more open. Hispanic students who do not intend to continue their studies for a bachelor's degree or who need a more flexible class schedule to accommodate employment needs also may choose community colleges.

This Hispanic enrollment trend is reflected in the 77 mainland institutions with at least 25 percent Hispanic student enrollment: 48 (62 percent) are two-year schools. Of the 208,885 Hispanic students enrolled at

the 77 mainland Hispanic-serving institutions, 148,922 (71 percent) attend two-year colleges.

All of the HSIs in four states (Arizona, Colorado, Illinois and New Jersey) are two-year schools.

Majors Offered

The Hispanic-serving institutions offer degrees in fields ranging from agriculture to visual and performing arts. Information on majors at 90 of the 112 HSIs, obtained from the 1989 College Board Annual Survey of Colleges Data Base, is printed here.

Business administration fields are the most widely available at the HSIs. Business management is offered by 85 of the HSIs, with 78 having majors in general business, office, and marketing fields. Computer and information systems fields also are found frequently at the HSIs, with 70 schools reporting majors in those areas.

Teacher education, multi-/interdisciplinary studies, health science, parks and recreation/protective services/public affairs, social studies, engineering technology, allied health, life science, mathematics, physical science fields, and visual and performing arts all are offered at more than 50 HSIs.

Major Fields of Study Degree Codes

(For use with matrix on pp. 19-23.)

- A = associate's degree offered
- B = bachelor's degree offered
- M = master's degree offered
- D = doctorate offered
- F = first professional degree offered
- 1 = associate's & bachelor's degrees offered
- 2 = associate's & master's degrees offered
- 3 = associate's & doctoral degrees offered
- 4 = bachelor's & master's degrees offered
- 5 = bachelor's & doctoral degrees offered
- 6 = master's & doctoral degrees offered
- 7 = associate's, bachelor's & master's degrees offered
- 8 = associate's, bachelor's & doctoral degrees offered
- 9 = associate's, master's & doctoral degrees offered
- E = bachelor's, master's & doctoral degrees offered
- G = associate's, bachelor's, master's & doctoral degrees offered

**DEGREES OFFERED AT
HSIs (College Board
Survey--1989)***

SCHOOL NAME

	AGRICULTURE	ARCHITECTURE	ETHNIC STUDIES	BUSINESS MANAGEMENT	BUS & OFFICE MKT & DIST	COMMUNICATIONS	COMPUTER & IS	TEACHER EDUCATION	ENGINEERING	ENGINEERING TECHNOLOGY	HEALTH SCIENCE	ALLIED HEALTH	HOME ECONOMICS	LANGUAGES	LAW	LETTERS / LIT	LIB & ARCHIVE SCIENCES	LIFE SCIENCE	MATHEMATICS	MILITARY SCIENCE	MULTI INTERDISC STUDIES	PARKS & REC PROT SVCS & PUB AFF	PHILO / REL & THEO	PHYSICAL SCIENCE	PSYCHOLOGY	SOCIAL STUDIES	TRADE & INDUSTRY	VISUAL / PERF ARTS	
Albuquerque Technical-Vocational Institute				A					A	A	A			A							A								
American University of Puerto Rico				1	1		B	B												A									
Antillian College				1	1		1	B			1							B					1	B		B		B	
Arizona Western College	A			A	A	A	A	A	A	A	A		A	A	A		A	A		A	A		A		A	A	A		
Barry University			M	4	B	4	4	4	E		4	B		B	B	4		4	B		B	6	4	B	4	B		B	F
Bayamon Central University				1	1	1	1	B	B		B			1	1	1		1			1	1	1	1	1	B			F
Bee County College	A			A	H	H	A	A	A	H	A	H	A	A	A	A		A	A		A	A		A	A	A	H	A	
Boricua College			B	B				B													1	B							
College of Aeronautics									A	1																	1		
College of Santa Fe				7	A	B	B	B	B						1		1	1			1	1	B	1	B	1		1	
CUNY Borough Manhattan Community College				A	A	A	A	A				A								A	A								
CUNY Bronx Community College	A			A	A		A	A	A	A	A			A						A			A					A	
CUNY Hostos Community College			A	A	H		A	A			A	A								A	A								
CUNY John Jay College of Criminal Justice							B								B						G				4	B			
CUNY LaGuardia Community College				A	H	A	A	A	A		A	A	A							A	A								H
CUNY Lehman College			B	4	B	B	B	4	4		4		4	B		4		4	4		B	B	B	B	B	4		4	
California State University at Los Angeles		B	4	4	4	4	B	6	4	4	B	4	4	4	4	B	4		4	4		B	4	4	4	4	4		4
Caribbean University College				1	1	B	B	B	B		B				B	B										B			
Catholic University of Puerto Rico				R	1	B	A	7	B		4	B	B	B		B		B	B		A		4	4	B	B		B	F
Cerritos Community College	A	A	A	A	A	A	A	A	A		A	A	A	A	A	A		A	A		A	A	A	A	A	A	A	A	
City College of Chicago, Harry S. Truman College				A	A	A	A		A	A	A	A		A	A			A	A		A	A		A		A	A	A	

	AGRICULTURE	ARCHITECTURE	ETHNIC STUDIES	BUSINESS MANAGEMENT	BUS & OFFICE MKT & DIST	COMMUNICATIONS	COMPUTER & IS	EDUCATION	TEACHER EDUCATION	ENGINEERING TECHNOLOGY	ENGINEERING	HEALTH SCIENCE	ALLIED HEALTH	HOME ECONOMICS	LANGUAGES	LAW	LETTERS / LIT	LIB & ARCHIVE SCIENCES	LIFE SCIENCE	MATHEMATICS	MILITARY SCIENCE	MULTI INTERDISC STUDIES	PARKS & REC FROT SVCS & PUB AFF	PHILO / REL & THEO	PHYSICAL SCIENCE	PSYCHOLOGY	SOCIAL STUDIES	TRADE & INDUSTRY	VISUAL / PERF ARTS	FIRST PRO DEGREE	
								B																							
						4		4				4																		B	
						A	H	A		A		A	H			B				4	B		M	B		B	4	B		B	
						A	A	A				A											A	A		A		A	H	A	
						A	A	A		A		A	A	A									A	A					A	A	
	A					A	A	H	A	A	A		H	H	H	A	A	A					A	A					A	A	
	4					E		4	E	E	4	4	B	4	4	4	B		4		E	4		A	A		A	A	A	A	
						A	A		A	A		A	A	A	A	A		A		A	4		B	E	B	4	E	E		B	
						A	A			A		A	A	A					A	A			A	A			A	A	A		
						A	H		H			A	A		H	A		A					A	A					A		
						A	H		H			A	A		H	A							A								
H						H	H	A	A	A	H	A	H	A	A		A						A	H			A	A	H	A	
						4	B	B		4	4			4	B	B	B		4		4	B		M		4	B	B	B		B
						1	1		1	1	1		B	1	A	B	B		B	B	B	B		1		1	B	B		B	
						M	7	A			4	7	B	A	B		B	D	4		B	B		1	7		B	4	B		F
						7	1		1	7	4		B	1	A		B		B	M	B	B		B	B		B	4	B		B
A						A	A		A	A		A	A		A				A	A		A	A		A	A	A	A	A	A	
						4			B	M	4					B			B			B		4	B		B	B			
						A	A	A	A	A		A	A	A	A	A			A	A		A	A			A	A				
						A	A	A	A	A		A	A		A				A	A		A	A			A	A				
						A	A	A	A					A	A				A	A		A	A						A	A	
						A	A		A					A	A				A	A		A							H	H	
						A	A		A					A	A				A	A		A								A	
						A	A		A							A			A	A		A								A	

SCHOOL NAME

SCHOOL NAME	AGRICULTURE	ARCHITECTURE	ETHNIC STUDIES	BUSINESS MNGMNT	BUS & OFFICE MKT & DIST	COMMUNICATIONS	COMPUTER & IS	EDUCATION	TEACHER EDUCATION	ENGINEERING	ENGINEERING TECHNOLOGY	HEALTH SCIENCE	ALLIED HEALTH	HOME ECONOMICS	LANGUAGES	LAW	LETTERS / LIT	LIB & ARCHIVE SCIENCES	LIFE SCIENCE	MATHEMATICS	MILITARY SCIENCE	MULTI INTERDISC STUDIES	PARKS & REC PROT SVCS & PUB AFF	PHILO/REL & THEO	PHYSICAL SCIENCE	PSYCHOLOGY	SOCIAL STUDIES	TRADE & INDUSTRY	VISUAL / PERF ARTS	FIRST PRO DEGREE	
Miami-Dade Community College	A	A	A	A	A	A	A		A	A	A	A	H	A	A	A	A		A	A		A	A	A	A	A	A	A	A		
Mount St. Mary's College			B	A	A			M	1			1	J		B	B	B		B	B		A	A	4	A	A	4	B	4	B	
New Mexico Highlands University			M	4	B	B	1	4	7		1				B		B		4	B			4		4	4	4	B		B	
New Mexico State University	G	B	B	N	J	B	E	E	S	E	1	J	1	4	4	B	4		E	E		1	7	B	E	E	4		B		
New Mexico State University, Grants				A	A		A		A		A		A									A	A						A		
Northern New Mexico Community College	A			H	H		A		A		H	A	H				H					A	A						C	A	
Our Lady of the Lake University			B	4		B	B	4	4		4			B		B		B	B		B	4	B	B	4	B			B		
Oxnard College	A			A	A	A		A			A			A	A	A	A	A	A		A	A	A				A	A	A		
Palo Alto College	A	A		A	A		A	A			A	A			A			A	A		A	A	A				A	A	A		
Palo Verde College	A			A	A		C	A			A		H						A	A			A	A			A	A	A		
Passaic County Community College				A	H		H		A		A	A	A						A			A	A				A	A	A		
Pueblo Community College				A	H		H				H	H	H	C								A	H						A		
Puerto Rico Junior College				A	A	A	A				A	A	A		A							A							H		
Rio Hondo College				A	A	A	A				A	A	A									A	A						A		
San Antonio College	A	A		A	A	A	A	A	A	A	A	A	A				A					A	A						A	A	
Santa Fe Community College				H	H	H	H			A	H	A							A	A		A	A			A	A	A	A	A	
South Mountain Community College				A	H		A								H			A	A		A	H					H				
Southwest Texas Junior College					A		A				A		A									A	A								
Southwestern College					A		A				A		A									A									
St. Augustine College	A	H	A	A	H	A	H	A	H	A	H	A	H	A	A	A		A	A		A										
St. John Vianney College Seminary				A	A		A														A										

SCHOOL NAME	AGRICULTURE	ARCHITECTURE	ETHNIC STUDIES	BUSINESS MANAGEMENT	BUS & OFFICE MKT & DIST	COMMUNICATIONS	COMPUTER & IS	TEACHER EDUCATION	ENGINEERING	ENGINEERING TECHNOLOGY	HEALTH SCIENCE	ALLIED HEALTH	HOME ECONOMICS	LANGUAGES	LAW	LETTERS / LIT	LIB & ARCHIVE SCIENCES	LIFE SCIENCE	MATHEMATICS	MILITARY SCIENCE	MULTI-INTERDISC STUDIES	PARKS & REC PROT SVCS & PUB AFF	PHILO/REL & THEO	PHYSICAL SCIENCE	PSYCHOLOGY	SOCIAL STUDIES	TRADE & INDUSTRY	VISUAL/PERF ARTS	FIRST PROF DEGREE	
St. John's Seminary College																							B							
St. Mary's University			B	4		4	4	D	B	4		B	B	M	B		4		B	B		B	4	4	B	4	4		B	F
St. Philip's College		H		H	H		A		H	A	H	A	H		A	A		A	A		A			A	A	A	H	A		
St. Thomas University			B	4	B	B	B	M	B		4			B		B		B	B		B	B	B	B	B	B			F	
Sul Ross State University	4			4	B	4		M	4			A		B		4		4	B			4		4	B	4		B		
Technical College of Municipality of San Juan				A	A	A	A				A	A																		
Texas A&I University	4			4	B	B	4	E	4	4	B	B		B	4	B	4		4	4		B		4	4	4	4	H	4	
Texas State Technical Institute-Harlingen				C	H		A				A		H	A													H			
Texas Southmost College	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A		A		A	A	A	A	A	A	A	A	A	A	
Trinidad State Junior College	H			A	A	A	A	A	A	A	A	A	A		A			A	A		A	A		A	A	A	A	A	A	
Turabo University				7	A			4	7									A			A			1	B	B				
Universidad Metropolitana				B	B		B	B	B		1	A						B			A				1	B	B			
University of New Mexico		4	E	G	A	4	G	E	G	E	A	4	J	4	4	B	E		E	E	B	B	G	E	E	E	E		E	F
University of New Mexico, Gallup				A	A			A	A		A	A	A									A	A				A			
Univ. of Puerto Rico at Aguadilla				A	A		A		A		A										A									
Univ. of Puerto Rico, Arecibo Technical Univ. College	A			1	1	A	A	A	1	1		1						1			A					A				
Univ. of Puerto Rico, Bayamon Technical Univ. College				1	1		1	1	1		1										A					A				
Univ. of Puerto Rico, Carolina		A		A	A	A		A			A										A	A				A		A		
Univ. of Puerto Rico, Cayey University College				B	A			B						B		B		B	B		B				B	B				
Univ. of Puerto Rico, Humacao University College	B			1	1	A	B	B	B		A	1	A					B			A	B		B						
Univ. of Puerto Rico, La Montana Regional College	A			A	A			A					A								A			A						

	AGRICULTURE	ARCHITECTURE	ETHNIC STUDIES	BUSINESS MANAGEMENT	BUS & OFFICE MKT & DIST	COMMUNICATIONS	COMPUTER & IS	EDUCATION	TEACHER EDUCATION	ENGINEERING	ENGINEERING TECHNOLOGY	HEALTH SCIENCE	ALLIED HEALTH	HOME ECONOMICS	LANGUAGES	LAW	LETTERS / LIT	LIB & ARCHIVE SCIENCES	LIFE SCIENCE	MATHEMATICS	MILITARY SCIENCE	MULTI-INTERDISC STUDIES	PARKS & REC PROT SVCS & PUB AFF	PHILO / REL & THEO	PHYSICAL SCIENCE	PSYCHOLOGY	SOCIAL STUDIES	TRADE & INDUSTRY	VISUAL / PERF ARTS	FIRST PROF DEGREE	
SCHOOL NAME																															
Univ. of Puerto Rico, Mayagüez Campus	4		B	4	1		B	M		4		1	B		4		B		E	4					B	4	B	B		B	
Univ. of Puerto Rico, Medical Sciences Campus	B								4			4	1						6						B	4	B	B		B	
Univ. of Puerto Rico, Ponce Technological Univ. College				1	1		1		1		A		A						A	A		A				A		A	A		F
Univ. of Puerto Rico, Rio Piedras Campus		4		4	1	4	B	E	4				M	4	E		4	M	E	4		B	4	4	E	E	E		B	F	
Universidad Politecnica de Puerto Rico										B	B																				
University of the Sacred Heart				7	1	4	1	B	1			1	C		B		B		B	B			B		B	B	B		B		
University of Texas at El Paso			B	4		B	4	M	4	4		4	B		4		4		4	4		M	4	B	E	4	4		4		
University of Texas-Pan American, Edinburg			B	4	4	B	B	4	4			1			B		4		4	4	B	M	1		B	B	B		B		
University of Texas at San Antonio		B	B	4			4	M	4	B		B	B		4		4		4	4		B	4		4	B	4		4		
West Coast Christian College					A																	A		1							
Western New Mexico University			B	4	H		B	4	4		H	A		4	B	A	B		B	B		B	J		B	4	B	H	B		
SCHOOL TOTALS	23	18	24	85	78	48	70	55	66	29	54	62	54	35	43	29	46	10	54	50	3	72	62	27	55	48	60	36	54	9	

* Based on responses from 90 institutions

Source of data: the College Board Annual Survey of Colleges Data Base Copyright © 1989 College Entrance Examination Board. All rights reserved.

Table 1

**High School Completion Rates and Enrolled-in-College
Participation Rates of 18-to-24-Year-Olds by Race/Ethnicity, Selected Years, 1976
to 1988**

(numbers in thousands)

	Total Population	High School Grads.	High School Completion Rates (percentages)	Enrolled in College	Enrolled -in-College Partic. Rates (percentages)
Hispanic					
1976	1,551	862	55.6	309	35.8
1983	2,025	1,110	54.8	349	31.4
1988	2,642	1,458	55.2	450	30.9
White Non-Hispanic					
1976	23,119	19,046	82.4	6,276	33.0
1983	23,899	19,644	82.2	6,464	32.9
1988	21,261	17,491	82.3	6,659	38.1

NOTE: College participation rates were calculated using high school graduates as the base. The high school completion rates were calculated using the total population as the base.

Source: U.S. Department of Commerce, Bureau of the Census, "Current Population Reports," Series P-20, various years

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Table 2

**Enrolled-in-College Participation Rates for 18-to-24-Year-Old
Hispanic High School Graduates, by Gender
1976 to 1988 (a)**

(numbers in thousands)

	Total Population	High School Graduates (b)	Enrolled in College	Enrolled in-College Participation Rate (percentages)
Men				
1976	701	378	150	39.7
1978	781	420	126	30.0
1980	971	497	154	31.0
1982	944	519	141	27.2
1984	956	549	154	28.1
1986	1,338	772	224	29.0
1988	1,375	724	228	31.5
Women				
1976	850	483	160	33.1
1978	891	516	128	24.8
1980	992	556	160	28.8
1982	1,056	634	196	30.9
1984	1,061	661	207	31.3
1986	1,175	737	220	29.9
1988	1,267	736	223	30.3

(a) Totals differ from those shown in other tables for 18-to-24-year-olds who are dependent primary family members. The Current Population Survey samples are derived from the decennial census of the U.S. population.

(b) The number of high school graduates was calculated by adding the numbers of individuals in this age group enrolled in college as of October of that year and the number of high school graduates not enrolled in college; these figures include individuals who enrolled in college without receiving a high school diploma or a GED. Several states do not require entering junior college students to have a diploma or GED. Therefore, these high school completion figures will be slightly higher than figures that do not include this relatively small population.

Source: U.S. Department of Commerce, Bureau of the Census, "Current Population Reports," Series P-20, various years.

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Table 3

High School Completion Rates of Dependent 18-to-24-Year-Old Hispanics, Selected Years, 1976 to 1988, by Economic Status*
(percentages)

Income, Race, Ethnicity and Sex	1976	1982	1987	1988
Hispanic				
Total	66.9	64.8	65.9	64.6
Low	54.1	50.9	57.0	50.6
Middle	76.0	75.7	70.8	75.5
Upper	89.4	84.7	90.9	81.4
Men	64.3	58.5	62.5	59.6
Low	49.8	43.1	53.2	43.2
Middle	72.6	70.7	66.1	72.3
Upper	88.8	84.0	94.3	66.5
Women	70.2	71.9	70.4	71.5
Low	58.9	60.2	61.5	59.7
Middle	79.9	81.1	77.3	80.9
Upper	91.2	85.3	85.9	91.9

* Figures show the percentage of high school graduates for all 18-to-24-year-old dependent primary family members as of October of that year. High school completion rates are based on data that include some 18- and 19-year-olds who are enrolled in high school as of October and will later complete. It is likely that this applies to more low-income youth than middle- or upper-income students, since low-income students are more likely to complete high school more slowly than middle- or upper-income youth.

Source: U.S. Department of Commerce, Bureau of Census, Current Population surveys, various years. Special analysis by American Council on Education's Division of Policy Analysis and Research.

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Income Definitions for Selected Years

	Low	Middle	Upper
1976	Under \$ 9,147	\$ 9,148 to \$22,578	\$22,579 and above
1982	Under 13,434	13,435 to 37,795	37,796 and above
1987	Under 16,450	16,451 to 48,709	48,710 and above
1988	Under 18,581	18,582 to 52,119	52,120 and above

Table 4

Hispanic Enrollment Trends, 1978-88

	1978	1982	1986	1988	10-Year Change
All	417,000	519,000	618,000	680,000	+ 63.1
Men	213,000	252,000	290,000	310,000	+ 45.4
Women	205,000	267,000	328,000	370,000	+ 80.5
Public	363,000	446,000	532,000	587,000	+ 61.7
Private	55,000	74,000	86,000	93,000	+ 69.1
4-year	190,000	229,000	278,000	296,000	+ 55.8
2-year	227,000	291,000	340,000	384,000	+ 69.2
Undergraduate	388,000	485,000	563,000	631,000	+ 62.6
Graduate	24,000	27,000	46,000	39,000	+ 62.5
Professional	5,000	7,000	9,000	9,000	+ 80.0

Source: U.S. Department of Education

Table 5

1988 Hispanic Enrollment, by Type of Institution

Public	
4-year	31.7%
2-year	54.6%
Private	
4-year	11.8%
2-year	1.9%
Total	100.0%

Source: National Center for Education Statistics, U.S. Department of Education

Table 6**Degrees Awarded to Hispanics in 1987**

	<u>Bachelor's</u>	<u>Master's</u>	<u>Doctorates</u>
Number of Hispanics Receiving Degrees	26,991	7,044	619
% of Total Degrees Awarded	2.7	2.4	1.9

Sources: U.S. Department of Education, Equal Employment Opportunity Commission, "Data on Earned Degrees Conferred from Institutions of Higher Education by Race/Ethnicity 1975-76"

U.S. Department of Education, Center for Education Statistics, Digest of Education Statistics, 1983-84, p. 121

U.S. Department of Education, Center for Education Statistics, "Degrees Conferred" surveys, 1985 and 1987

National Research Council, Doctorate Records File, various years

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Table 7**Bachelor's Degrees Awarded to Hispanics in Selected Fields 1976, 1985 and 1987 (a)**

	1976 Total	1985 Total	1987 Total	Percent Change 1976-87	Percent Change 1985-87
<u>Education</u>					
Total	2,831	2,533	2,223	-21.5	-12.2
Men	948	597	518	-45.4	-13.2
Women	1,883	1,936	1,705	-9.5	-11.9
<u>Business</u>					
Total	2,467	5,616	6,598	159.3	13.9
Men	1,998	2,928	3,251	62.7	11.0
Women	469	2,688	3,146	570.8	17.0
<u>Social Science</u>					
Total	3,032	2,846	2,883	-4.9	1.3
Men	1,953	1,557	1,564	-19.9	0.4
Women	1,079	1,289	1,319	22.2	2.3
<u>Health Professions</u>					
Total	901	1,550	1,332	47.8	-14.1
Men	242	309	255	5.4	-17.5
Women	659	1,241	1,077	63.4	-13.2
<u>Biological/Life Sciences</u>					
Total	873	1,241	1,259	44.2	1.0
Men	564	681	657	16.5	-3.5
Women	309	560	602	94.8	7.5
<u>Engineering</u>					
Total	841	1,775	2,007	138.6	13.1
Men	809	1,501	1,680	107.7	11.9
Women	32	274	327	921.9	19.3

(a) Some institutions did not report the racial/ethnic data for earned degrees. Data of some of these nonreporting institutions were imputed. Because of rounding, details may not add to totals.

Sources: U.S. Department of Education, Equal Employment Opportunity Commission, "Data on Earned Degrees Conferred from Institutions of Higher Education by Race/Ethnicity 1975-1976"

U.S. Department of Education, Center for Education Statistics, "Degrees Conferred" surveys, 1985 and 1987.

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Table 8**Doctorates Awarded to Hispanic U.S. Citizens 1978 to 1988**

	1978	1980	1982	1984	1986	1987	1988	1989
U.S. Citizens								
All U.S.								
Citizens (a)	25,291	25,221	24,388	24,026	23,081	22,991	23,172	23,172
Men	17,936	16,875	15,559	14,729	13,633	13,581	13,667	
Women	7,355	8,346	8,829	9,297	9,448	9,410	9,505	
Hispanics	473	412	535	536	572	619	594	569
Men	317	256	344	314	303	333	321	
Women	156	156	191	222	269	286	273	

(a) Includes doctorates with unknown race/ethnicity.

Source: National Research Council, Doctorate Records File, various years.

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Table 9**Hispanic Doctoral Degrees by Field, 1980 and 1988**

	Total			Physical Science		
	1980	1988	% Change	1980	1988	% Change
All U.S. Citizens	25,221	23,172	-8.1	3,072	3,226	5.0
Hispanics	412	594	44.2	27	69	155.6
	Social Science			Humanities		
	1980	1988	% Change	1980	1988	% Change
All U.S. Citizens	4,992	4,315	-13.6	3,394	2,787	-17.9
Hispanics	93	133	43.0	79	94	19.0
	Engineering			Life Science		
	1980	1988	% Change	1980	1988	% Change
All U.S. Citizens	1,255	1,778	41.7	4,415	4,383	-0.7
Hispanics	18	43	138.9	36	84	133.3
	Education			Professional Other		
	1980	1988	% Change	1980	1988	% Change
All U.S. Citizens	6,749	5,276	-21.8	1,344	1,407	4.7
Hispanics	144	152	5.6	15	19	26.7

Source: National Research Council, Doctorate Records File, various years.

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Table 10**Hispanic Full-time Administrators in Higher Education
1975, 1983 and 1985**

	1975		1983		1985		Percentage Change		
	Number	Percent	Number	Percent	Number	Percent	1975-83	1983-85	1975-85
Hispanic	1,203	1.2	2,040	1.7	2,490	2.0	69.6	22.1	107.0
Male	906	0.9	1,386	1.2	1,598	1.3	53.0	15.3	76.4
Female	297	0.3	654	0.6	892	0.7	120.2	36.4	200.3

Note: Details may not add to total because of rounding.

Source: U.S. Equal Employment Opportunity Commission, "EEO-6 Higher Education Staff Information" surveys, 1975, 1983, and 1985.

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Table 11**Full-time Hispanic Faculty in Higher Education
1975, 1983, and 1985**

	1975		1983		1985		Percentage Change		
	Number	Percent	Number	Percent	Number	Percent	1975-83	1983-85	1975-85
Hispanic	6,323	1.4	7,456	1.5	8,087	1.7	17.9	8.5	27.9
Male	4,573	1.0	5,240	1.1	5,683	1.2	14.6	8.5	24.3
Female	1,750	0.4	2,216	0.5	2,404	0.5	26.6	8.5	37.4

Note: Includes full-time faculty who are in non-tenure positions, tenured faculty, and faculty who are non-tenured, but in positions which lead to consideration for tenure. Details may not add to total because of rounding.

Source: U.S. Equal Employment Opportunity Commission, "EEO-6 Higher Education Staff Information" surveys, 1975, 1983, and 1985.

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Table 12

Level and Control, Mainland HSIs

Institution Level	Institution Control Public	Institution Control Private	Total # Schools	Percent of Total
2-year	45	3	48	62%
4-year	15	14	29	38%
Total	60	17	77	
% of Total	78%	22%		

Table 14

Percentage of Hispanic Students Attending Continental U.S. HSIs, by State*

States with HSIs	Number of HSIs	Number of Hispanic College Students in State	Number of Hispanic College Students Attending HSIs	Percent Hispanic College Students in State Attending HSIs
Arizona	2	26,082	2,625	10%
California	21	215,422	55,211	26%
Colorado	2	13,639	1,403	10%
Florida	6	54,513	33,064	61%
Illinois	3	40,784	6,428	16%
New Jersey	2	17,894	2,560	14%
New Mexico	11	20,221	12,721	63%
New York	9	70,939	20,896	29%
Texas	21	125,778	73,977	59%
	77	585,272	208,885 (36%)	

* U.S. Department of Education, fall 1988 data, unless otherwise indicated in

Directory of Hispanic-Serving Institutions

Table 13

Numbers of Hispanic Students at 77 Continental HSIs

Hispanic Enrollment	Number of Institutions
Up to 500	12
501 - 1,000	15
1,001 - 3,500	28
3,501 - 5,000	11
5,001 - 7,500	5
7,501 - 10,000	4
More than 10,000	2
	77

Table 15

Percent Hispanic Enrollment at Mainland HSIs

Percent Hispanic	Number of Institutions
25-35%	31
36-49%	24
50-74%	14
75-99%	8
	77

> 22

Directory of Hispanic-Serving Institutions*

Mainland Institutions

Arizona

Arizona Western College
James R. Carruthers
President
P.O. Box 929
Yuma, Ariz. 85364
(602) 726-1000
Level/Control: 2-year, public
Total Enrollment: 4,654
Percent Hispanic: 36.8%
Number of Hispanics: 1,713

^{1,2} **South Mountain Community College**
Raul Cardenas
President
7050 S. 24th Street
Phoenix, Ariz. 85040
(602) 243-8000
Level/Control: 2-year, public
Total Enrollment: 3,177
Percent Hispanic: 28.7%
Number of Hispanics: 912

California

^{1,2} **California State University, Los Angeles**
James M. Rosser
President
5151 State University Drive
Los Angeles, Calif. 90032
(213) 343-3000
Level/Control: 4-year, public
Total Enrollment: 17,960
Percent Hispanic: 26.4%
Number of Hispanics: 4,741

^{1,2} **Cerritos College**
Ernest Martinez
President
11110 E. Alondra Blvd.
Norwalk, Calif. 90650
(213) 860-2451
Level/Control: 2-year, public
Total Enrollment: 15,886
Percent Hispanic: 32.0%
Number of Hispanics: 5,084

Compton Community College
Edison O. Jackson
President
1111 E. Artesia Boulevard
Compton, Calif. 90221
(213) 637-2660
Level/Control: 2-year, public
Total Enrollment: 3,972
Percent Hispanic: 30.8%
Number of Hispanics: 1,223

² **Don Bosco Technical Institute**
Rev. Nicholas Reina
President
1151 San Gabriel Boulevard
Rosemead, Calif. 91770
(818) 280-0451
Level/Control: 2-year, private
Total Enrollment: 348
Percent Hispanic: 63.5%
Number of Hispanics: 221

^{1,2} **East Los Angeles College**
Omero Suarez
President
1301 Brooklyn Avenue
Monterey Park, Calif. 91754
(213) 265-8650
Level/Control: 2-year, public
Total Enrollment: 12,447
Percent Hispanic: 66.0%
Number of Hispanics: 8,215

² **Gavilan College**
John Holleman
President
5055 Santa Teresa Boulevard
Gilroy, Calif. 95020
(408) 847-1400
Level/Control: 2-year, public
Total Enrollment: 4,029
Percent Hispanic: 26.2%
Number of Hispanics: 1,056

Hartnell College
James R. Hardt
President
156 Homestead Avenue
Salinas, Calif. 93901
(408) 755-6700
Level/Control: 2-year, public
Total Enrollment: 6,762
Percent Hispanic: 28.3%
Number of Hispanics: 1,914

^{1,2} **Imperial Valley College**
John A. DePaoli
President
Highway 111 & Aten Road
P.O. Box 158
Imperial, Calif. 92251
(619) 352-8320
Level/Control: 2-year, public
Total Enrollment: 4,039
Percent Hispanic: 63.3%
Number of Hispanics: 2,557

Kings River Community College
Abel Sykes
President
995 N. Reed Avenue
Reedley, Calif. 93654
(209) 638-3641
Level/Control: 2-year, public
Total Enrollment: 3,078
Percent Hispanic: 34.2%
Number of Hispanics: 1,053

Los Angeles City College
Stelle Feuers
President
855 N. Vermont Avenue
Los Angeles, Calif. 90029
(213) 669-4000
Level/Control: 2-year, public
Total Enrollment: 14,479
Percent Hispanic: 29.8%
Number of Hispanics: 4,315

² **Los Angeles Mission College**
Lowell J. Erickson
President
1212 San Fernando Road
San Fernando, Calif. 91340
(818) 365-8271
Level/Control: 2-year, public
Total Enrollment: 4,628
Percent Hispanic: 42.2%
Number of Hispanics: 1,953

¹ indicates 1989 HACU membership

² indicates 1990 HACU membership (as of July 1, 1990)

* Enrollment information, unless otherwise indicated, is taken from the National Center for Education Statistics of the U.S. Department of Education, as reported in the Chronicle of Higher Education, April 11, 1990 (Fall 1988 data).

** Enrollment and other information taken from the College Board Annual Survey of Colleges Data Base, 1988.

*** HACU contact

Los Angeles Trade-Technical College

Evelyn C. Wong
President
400 W. Washington Blvd.
Los Angeles, Calif. 90015
(213) 746-0800
Level/Control: 2-year, public
Total Enrollment: 12,030
Percent Hispanic: 34.9%
Number of Hispanics: 4,198

Mount Saint Mary's College

Sister Karen Kennelly
President
12001 Chalon Road
Los Angeles, Calif. 90049
(213) 476-2237
Level/Control: 4-year, private
Total Enrollment: 1,203
Percent Hispanic: 32.3%
Number of Hispanics: 389

Mt. San Antonio College

John D. Randall
President
1110 North Grand Ave.
Walnut, Calif. 91789
(714) 594-5611
Level/Control: 2-year, public
Total Enrollment: 20,563
Percent Hispanic: 25.0%
Number of Hispanics: 5,141

Oxnard College

Edward Robings
President
4000 S. Rose Avenue
Oxnard, Calif. 93033
(805) 488-0911
Level/Control: 2-year, public
Total Enrollment: 5,542
Percent Hispanic: 32.8%
Number of Hispanics: 1,818

Palo Verde College

Wilford Beumel
President
811 W. Chanslorway
Blythe, Calif. 92225
(619) 992-6168
Level/Control: 2-year, public
Total Enrollment: 815
Percent Hispanic: 38.2%
Number of Hispanics: 311

Rio Hondo College

Alex Sanchez
President
3600 Workman Mill Road
Whittier, Calif. 90608
(213) 692-0921
Level/Control: 2-year, public
Total Enrollment: 12,048
Percent Hispanic: 48.3%
Number of Hispanics: 5,819

Saint John's Seminary College

Rev. Rafael Luevano
President
5118 E. Seminary Road
Camarillo, Calif. 93016
(805) 482-2755
Level/Control: 4-year, private
Total Enrollment: 98
Percent Hispanic: 33.7%
Number of Hispanics: 33

Southwestern College

Joseph M. Conte
President
900 Otay Lakes Road
Chula Vista, Calif. 92010
(619) 421-6700
Level/Control: 2-year, public
Total Enrollment: 13,010
Percent Hispanic: 33.5%
Number of Hispanics: 4,358

West Coast Christian College

Allen McCray
President
6901 N. Maple Avenue
Fresno, Calif. 93710
(209) 299-7201
Level/Control: 4-year, private
Total Enrollment: 153
Percent Hispanic: 30.1%
Number of Hispanics: 46

West Hills Community College

Stan Arterberry
President
300 Cherry Lane
Coalinga, Calif. 93210
(209) 935-0801
Level/Control: 2-year, public
Total Enrollment: 2,731
Percent Hispanic: 28.0%
Number of Hispanics: 766

Colorado

Pueblo Community College

Anthony Zeiss
President
900 W. Orman Avenue
Pueblo, Colo. 81004
(719) 549-3200
Level/Control: 2-year, public
Total Enrollment: 2,534
Percent Hispanic: 29.4%
Number of Hispanics: 745

Trinidad State Junior College

Thomas Sullivan
President
600 Prospect Street
Trinidad, Colo. 81082
(719) 846-5621
Level/Control: 2-year, public
Total Enrollment: 1,581
Percent Hispanic: 41.6%
Number of Hispanics: 658

Florida

Barry University

Sister Jeanne O'Laughlin
President
11300 N.E. Second Ave.
Miami Shores, Fla. 33161
(305) 758-3392
Level/Control: 4-year, private
Total Enrollment: 5,238
Percent Hispanic: 31.8% ***
Number of Hispanics: 1,666

Florida International University

Modesto Maidique
President
Tamiami Trail
Miami, Fla. 33199
(305) 348-2000
Level/Control: 4-year, public
Total Enrollment: 18,128
Percent Hispanic: 40.1%
Number of Hispanics: 7,269

Miami-Dade Community College

Robert H. McCabe
President
300 NE Second Avenue
Miami, Fla. 33132
(305) 347-3221
Level/Control: 2-year, public
Total Enrollment: 43,880
Percent Hispanic: 53.0%
Number of Hispanics: 23,256

Saint John Vianney College Seminary

Rev. Thomas O'Dwyer
President
2900 SW 87th Avenue
Miami, Fla. 33165
(305) 223-4561
Level/Control: 4-year, private
Total Enrollment: 64
Percent Hispanic: 64.1%
Number of Hispanics: 41

St. Thomas University

Richard Greene
President
16400 NW 32nd Avenue
Miami, Fla. 33054
(305) 625-6000
Level/Control: 4-year, private
Total Enrollment: 2,180
Percent Hispanic: 36.7%
Number of Hispanics: 800

Saint Vincent de Paul Regional Seminary

Rev. Joseph L. Cunningham
President
10701 S. Military Trail
Boynton Beach, Fla. 33436
(407) 732-4424
Level/Control: 4-year, private
Total Enrollment: 99
Percent Hispanic: 32.3%
Number of Hispanics: 32

Illinois

¹² **MacCormac Junior College**
Gordon C. Borchardt
President
615 N. West Avenue
Elmhurst, Ill. 60126
(312) 941-1200
Level/Control: 2-year, private
Total Enrollment: 504
Percent Hispanic: 48.6%
Number of Hispanics: 245

¹² **St. Augustine College**
Carlos Plazas
President
1333 W. Argyle Street
Chicago, Ill. 60640
(312) 878-8756
Level/Control: 2-year, private
Total Enrollment: 997
Percent Hispanic: 99.7%
Number of Hispanics: 994

² **Harry S. Truman College**
Wallace B. Appelson
President
1145 W. Wilson Avenue
Chicago, Ill. 60640
(312) 878-1700
Level/Control: 2-year, public
Total Enrollment: 12,973
Percent Hispanic: 40.0 %
Number of Hispanics: 5,189

New Jersey

² **Hudson County Community College**
Narcisa A. Polonio
Acting President
168 Sip Avenue
Jersey City, N.J. 07306
(201) 714-2102
Level/Control: 2-year, public
Total Enrollment: 2,736
Percent Hispanic: 46.6%
Number of Hispanics: 1,275

¹² **Passaic County Community College**
Kenneth E. Wright
President
College Boulevard
Paterson, N.J. 07509
(201) 684-6800
Level/Control: 2-year, public
Total Enrollment: 2,837
Percent Hispanic: 45.3%
Number of Hispanics: 1,285

New Mexico

¹² **Albuquerque Technical-Vocational Institute**
Ted Martinez
President
525 Buena Vista, S.E.
Albuquerque, N.M. 87106
(505) 848-1400
Level/Control: 2-year, public
Total Enrollment: 7,778
Percent Hispanic: 35.1%
Number of Hispanics: 2,730

¹² **College of Santa Fe**
James Fries
President
St. Michael's Drive
Santa Fe, N.M. 87501
(505) 473-6011
Level/Control: 4-year, private
Total Enrollment: 1,289
Percent Hispanic: 28.2%
Number of Hispanics: 363

¹² **Doña Ana Branch Community College**
Donaciano Gonzalez
Provost
Campus Box 3001/Dept. 3DA
Las Cruces, N.M. 88003
(505) 646-3211
Level/Control: 2-year, public
Total Enrollment: 1,366
Percent Hispanic: 42.1%
Number of Hispanics: 575

Eastern New Mexico University-Roswell
Lloyd R. Hughes
Provost
P.O. Box 6000
Roswell, N.M. 88202
(505) 624-7000
Level/Control: 2-year, public
Total Enrollment: 1,870
Percent Hispanic: 25.6%
Number of Hispanics: 478

¹² **New Mexico Highlands University**
Gilbert Sanchez
President
P.O. Box 48
Las Vegas, N.M. 87701
(505) 425-7511
Level/Control: 4-year, public
Total Enrollment: 2,017
Percent Hispanic: 70.8%
Number of Hispanics: 1,428

¹² **New Mexico State University**
James E. Halligan
President
Box 3Z
Las Cruces, N.M. 88003
(505) 646-0111
Level/Control: 4-year, public
Total Enrollment: 14,300 (Fall '89) ***
Percent Hispanic: 25.4%
Number of Hispanics: 3,632

¹² **New Mexico State University, Grants**
William Sailer
Provost
1500 3rd Street
Grants, N.M. 87020
(505) 287-7981
Level/Control: 2-year, public
Total Enrollment: 485
Percent Hispanic: 28.0%
Number of Hispanics: 136

¹² **Northern New Mexico Community College**
Connie Valdez
President
1002 North Oñate Street
Española, N.M. 87532
(505) 753-7141
Level/Control: 2-year, public
Total Enrollment: 1,445
Percent Hispanic: 73.0%
Number of Hispanics: 1,055

¹² **Santa Fe Community College**
William Witter
President
P.O. Box 4187
Santa Fe, N.M. 87502
(505) 471-8200
Level/Control: 2-year, public
Total Enrollment: 2,351
Percent Hispanic: 49.0%
Number of Hispanics: 1,152

¹² **University of New Mexico, Valencia**
Ralph Sigala
Director
280 La Entrada
Los Lunas, N.M. 87031
(505) 865-9596
Level/Control: 2-year, public
Total Enrollment: 1,066
Percent Hispanic: 49.7%
Number of Hispanics: 530

¹² **Western New Mexico University**
Jerry L. Gallentine
President
College Avenue
Silver City, N.M. 88061
(505) 538-6011
Level/Control: 4-year, public
Total Enrollment: 1,680
Percent Hispanic: 38.2%
Number of Hispanics: 642

New York

- 12 Boricua College**
Victor G. Alicea
President
3755 Broadway
New York, N.Y. 10032
(212) 694-1000
Level/Control: 4-year, private
Total Enrollment: 1,027
Percent Hispanic: 91.0%
Number of Hispanics: 935

Borough of Manhattan Community College

- Augusta Kappner
President
199 Chambers Street
New York, N.Y. 10007
(212) 618-1000
Level/Control: 2-year, public
Total Enrollment: 12,651
Percent Hispanic: 29.5%
Number of Hispanics: 3,732

- 2 Bronx Community College**
Roscoe C. Brown
President
University Ave. & W. 181st St.
Bronx, N.Y. 10453
(212) 220-6450
Level/Control: 2-year, public
Total Enrollment: 5,725
Percent Hispanic: 42.3%
Number of Hispanics: 2,422

- College of Aeronautics**
George W. Brush
President
LaGuardia Airport Station
Flushing, N.Y. 11371
(718) 429-6600
Level/Control: 4-year, private
Total Enrollment: 1,255
Percent Hispanic: 30.0%
Number of Hispanics: 377

- 12 Hostos Community College**
Isaura Santiago
President
475 Grand Concourse
Bronx, N.Y. 10451
(212) 960-1200
Level/Control: 2-year, public
Total Enrollment: 4,024
Percent Hispanic: 83.4%
Number of Hispanics: 3,356

- 12 John Jay College of Criminal Justice**
Gerald W. Lynch
President
899 10th Ave.
New York, N.Y. 10019
(212) 489-3500
Level/Control: 4-year, public
Total Enrollment: 7,308
Percent Hispanic: 27.6%
Number of Hispanics: 2,017

- 12 LaGuardia Community College**
Raymond C. Bowen
President
31-10 Thomson Avenue
Long Island City, N.Y. 11101
(718) 482-7200
Level/Control: 2-year, public
Total Enrollment: 8,994
Percent Hispanic: 42.0%
Number of Hispanics: 3,777

- 12 Herbert H. Lehman College**
Ricardo Fernandez
President
Bedford Park Boulevard West
Bronx, N.Y. 10468
(212) 960-8881
Level/Control: 4-year, public
Total Enrollment: 9,494
Percent Hispanic: 26.4%
Number of Hispanics: 2,506

- 12 Mercy College**
Wilbert J. LeMelle
President
555 Broadway
Dobbs Ferry, N.Y. 10522
(914) 693-4500
Level/Control: 4-year, private
Total Enrollment: 6,117
Percent Hispanic: 29% ***
Number of Hispanics: 1,774

Texas

- 12 Bee County College**
Norman E. Wallace
President
3800 Charco Road
Beeville, Texas 78102
(512) 358-3130
Level/Control: 2-year, public
Total Enrollment: 2,550
Percent Hispanic: 52.7%
Number of Hispanics: 1,344

- 12 Corpus Christi State University**
Wallace Davis
Acting President
6300 Ocean Drive
Corpus Christi, Texas 78412
(512) 991-6810
Level/Control: 2-year (upper-division), public
Total Enrollment: 4,045
Percent Hispanic: 30.1%
Number of Hispanics: 1,218

- 2 Del Mar College**
B.R. Venters
President
Baldwin Blvd. & Ayers Street
Corpus Christi, Texas 78404
(512) 886-1200
Level/Control: 2-year, public
Total Enrollment: 9,972
Percent Hispanic: 47.5%
Number of Hispanics: 4,737

- 12 El Paso County Community College**
Robert E. Shepack
President
P.O. Box 20500
El Paso, Texas 79998
(915) 594-2000
Level/Control: 2-year, public
Total Enrollment: 14,820
Percent Hispanic: 71.5%
Number of Hispanics: 10,596

- 12 Incarnate Word College**
Louis Agnese
President
4301 Broadway
San Antonio, Texas 78209
(512) 828-1261
Level/Control: 4-year, private
Total Enrollment: 2,240
Percent Hispanic: 39.4%
Number of Hispanics: 883

- 12 Laredo Junior College**
Roger L. Worsley
President
West End, Washington Street
Laredo, Texas 78040
(512) 722-0521
Level/Control: 2-year, public
Total Enrollment: 4,891
Percent Hispanic: 89.6%
Number of Hispanics: 4,382

- 12 Laredo State University**
Leo Sayavedra
President
West End, Washington Street
Laredo, Texas 78040
(512) 722-8001
Level/Control: 2-year (upper-division), public
Total Enrollment: 1,076
Percent Hispanic: 80.8%
Number of Hispanics: 869

¹² **Our Lady of the Lake University**
Sister Elizabeth Anne Sueltenfuss
President
411 S.W. 24th Street
San Antonio, Texas 78207
(512) 434-6711
Level/Control: 4-year, private
Total Enrollment: 2,245
Percent Hispanic: 45.0%
Number of Hispanics: 1,010

¹² **Palo Alto College**
Byron Skinner
President
1400 W. Villaret
San Antonio, Texas 78224
(512) 921-5000
Level/Control: 2-year, public
Total Enrollment: 3,386
Percent Hispanic: 55.1%
Number of Hispanics: 1,866

¹² **St. Mary's University**
Rev. John Moder
President
One Camino Santa Maria
San Antonio, Texas 78284
(512) 436-3722
Level/Control: 4-year, private
Total Enrollment: 3,654
Percent Hispanic: 38.5%
Number of Hispanics: 1,407

¹² **St. Philip's College**
Stephen R. Mitchell
President
2111 Nevada Street
San Antonio, Texas 78203
(512) 531-3200
Level/Control: 2-year, public
Total Enrollment: 5,867
Percent Hispanic: 37.2%
Number of Hispanics: 2,183

¹² **San Antonio College**
Max Castillo
President
1300 San Pedro
San Antonio, Texas 78284
(512) 733-2000
Level/Control: 2-year, public
Total Enrollment: 21,593
Percent Hispanic: 42.9%
Number of Hispanics: 9,263

¹² **Southwest Texas Junior College**
Billy Word
President
Garnerfield Road
Uvalde, Texas 78801
(512) 278-4401
Level/Control: 2-year, public
Total Enrollment: 2,450
Percent Hispanic: 59.1%
Number of Hispanics: 1,448

¹² **Sul Ross State University**
Vic Morgan
Acting President
Box C-114
Alpine, Texas 79832
(915) 837-8011
Level/Control: 4-year, public
Total Enrollment: 2,236
Percent Hispanic: 36.7%
Number of Hispanics: 821

¹² **Texas A&I University**
Manuel Ibañez
President
Campus Box 101
Kingsville, Texas 78363
(512) 595-2111
Level/Control: 4-year, public
Total Enrollment: 5,614
Percent Hispanic: 55.5%
Number of Hispanics: 3,116

¹² **Texas Southmost College**
Juliet Garcia
President
83 Fort Brown
Brownsville, Texas 78520
(512) 544-8200
Level/Control: 2-year, public
Total Enrollment: 5,526
Percent Hispanic: 85.6%
Number of Hispanics: 4,730

¹² **Texas State Technical Institute-Harlingen**
J. Gilbert Leal
President
P.O. Box 2628
Harlingen, Texas 78551
(512) 425-4922
Level/Control: 2-year, public
Total Enrollment: 2,623
Percent Hispanic: 82.2%
Number of Hispanics: 2,156

¹² **University of Texas at El Paso**
Diana S. Natalicio
President
University at Hawthorne Avenue
El Paso, Texas 79968
(915) 747-5000
Level/Control: 4-year, public
Total Enrollment: 14,971***
Percent Hispanic: 54.6%
Number of Hispanics: 8,174

¹² **University of Texas at San Antonio**
Samuel A. Kirkpatrick
President
6960 N. Loop 1604 W.
San Antonio, Texas 78285
(512) 691-4011
Level/Control: 4-year, public
Total Enrollment: 13,134
Percent Hispanic: 26.7%
Number of Hispanics: 3,507

¹² **University of Texas-Pan American**
Miguel A. Nevarez
President
1201 W. University Drive
Edinburg, Texas 78539
(512) 381-2011
Level/Control: 4-year, public
Total Enrollment: 11,204
Percent Hispanic: 81.6%
Number of Hispanics: 9,142

¹² **University of Texas-Pan American at Brownsville**
Homer J. Peña
President
1614 Ridgely Road
Brownsville, Texas 78520
(512) 542-6882
Level/Control: 2-year (upper-division), public
Total Enrollment: 1,516
Percent Hispanic: 74.2%
Number of Hispanics: 1,125

¹ indicates 1989 HACU membership

² indicates 1990 HACU membership (as of July 1, 1990)

* Enrollment information, unless otherwise indicated, is taken from the National Center for Education Statistics of the U.S. Department of Education, as reported in the *Chronicle of Higher Education*, April 11, 1990 (Fall 1988 data).

** Enrollment and other information taken from the College Board Annual Survey of Colleges Data Base, 1988.

*** HACU contact

Institutions in Puerto Rico * *

^{1,2} American University of Puerto Rico

Juan B. Nazario-Negron
President
P.O. Box 2037
Bayamon, Puerto Rico 00619
(809) 798-2040
Level/Control: 4-year, private
Total Enrollment: 3,896

Antillian College

Moises Velazquez
President
Box 118
Mayaguez, Puerto Rico 00709-0118
(809) 834-9595
Level/Control: 4-year, private
Total Enrollment: 707

² Bayamon Central University

Rev. Vincent A.M. Van Rooij
President
P.O. Box 1725
Bayamon, Puerto Rico 00621
(809) 786-3030
Level/Control: 4-year, private
Total Enrollment: 2,649

² Caribbean Center for Advanced Studies

Salvador Santiago-Negron
President
Box 41246, Minillas Sta.
Santurce, Puerto Rico 00940
(809) 725-2451
Level/Control: 4-year, private
Total Enrollment: 347

Caribbean University College

Angel E. Juan-Ortega
President
Box 493
Bayamon, Puerto Rico 00621-6093
(809) 780-0070
Level/Control: 4-year, private
Total Enrollment: 3,265

Catholic University of Puerto Rico

Rev. Tosello O. Giangiacomo
President
Ponce, Puerto Rico 00732
(809) 841-2000
Level/Control: 4-year, private
Total Enrollment: 11,311

² Center for Advanced Studies on Puerto Rico and the Caribbean

Ricardo Alegria
Executive Director
P.O. Box S-4467
Old San Juan, Puerto Rico 00904
(809) 723-4481
Level/Control: 4-year, private
Total Enrollment: 260

Conservatory of Music of Puerto Rico

Roberto Sierra
Chancellor
G P O 41227, Minillas Sta.
Santurce, Puerto Rico 00940-1227
(809) 751-0160
Level/Control: 4-year, public
Total Enrollment: 224

Instituto Comercial de Puerto Rico Junior College

Enrique Pineir
President
558 Muñoz Rivera Avenue
Hato Rey, Puerto Rico 00919
(809) 763-1010
Level/Control: 2-year, private
Total Enrollment: 1,290

Inter-American University of Puerto Rico

Aguadilla Regional College
Hilda M. Baco
Director
Box 20000
Aguadilla, Puerto Rico 00603
(809) 891-0925
Level/Control: 4-year, private
Total Enrollment: 3,401

Inter-American University of Puerto Rico

Arecibo University College
Maria De Los A. Ortiz
Dean/Director
Bo. San Daniel Call Box UI
Arecibo, Puerto Rico 00613
(809) 878-5475
Level/Control: 4-year, private
Total Enrollment: 3,483

Inter-American University of Puerto Rico

Barranquitas Regional College
Vidal Rivera-Garcia
Director
P.O. Box 517
Barranquitas, Puerto Rico 00615
(809) 857-3600
Level/Control: 4-year, private
Total Enrollment: 1,527

Inter-American University of Puerto Rico

Bayamon University College
Felix Torres De Leon
Director
Urb. Industrial Minillas, Carr. 174
Bayamon, Puerto Rico 00619
(809) 780-4040
Level/Control: 4-year, private
Total Enrollment: 4,700

Inter-American University of Puerto Rico

Fajardo Regional College
Yolanda Rables-Garcia
Director
P.O. Box 1029
Fajardo, Puerto Rico 00648
(809) 863-2390
Level/Control: 4-year, private
Total Enrollment: 2,038

Inter-American University of Puerto Rico

Guayama Regional College
Samuel F. Febres
Director
P.O. Box 1559
Guayama, Puerto Rico 00655
(809) 864-2222
Level/Control: 2-year, private
Total Enrollment: 1,436

Inter-American University of Puerto Rico

Metropolitan Campus
Gamaliel Perez
Chancellor
P.O. Box 1293
Hato Rey, Puerto Rico 00919
(809) 758-8000
Level/Control: 4-year, private
Total Enrollment: 14,717

Inter-American University of Puerto Rico

Ponce Regional College
Jose I. Correa
Director
Bo. Sabanetas Cgrr.
Ponce, Puerto Rico 00732
(809) 840-9090
Level/Control: 4-year, private
Total Enrollment: 3,378

¹² **Inter-American University of Puerto Rico**
San German Campus
 Federico M. Matheu
 Chancellor
 San German, Puerto Rico 00753
 (809) 892-1095
 Level/Control: 4-year, private
 Total Enrollment: 6,279

² **Puerto Rico Junior College**
 Alberto Maldonado-Ruiz
 Chancellor
 Box Ae
 Rio Piedras, Puerto Rico 00928
 (809) 758-7171
 Level/Control: 2-year, private
 Total Enrollment: 3,067

Technological College of the Municipality of San Juan
 J.R.E. Perez-Lloveras
 Rector
 Jose R. Oliver St.
 Hato Rey, Puerto Rico 00918
 (809) 250-7095
 Level/Control: 2-year, public
 Total Enrollment: 942

² **Universidad Del Turabo**
 Claudio Prieto
 Chancellor
 P.O. Box 3030
 Gurabo, Puerto Rico 00658
 (809) 744-8791
 Level/Control: 4-year, private
 Total Enrollment: 6,437

¹² **Universidad Metropolitana**
 Rene L. Labarca
 Chancellor
 P.O. Box 21150
 Rio Piedras, Puerto Rico 00928
 (809) 751-0178
 Level/Control: 4-year, private
 Total Enrollment: 5,411

² **Universidad Politecnica de Puerto Rico**
 Ernesto Vazquez-Torres
 President
 Ponce De Leon Ave. No. 405
 Hato Rey, Puerto Rico 00918
 (809) 754-8000
 Level/Control: 4-year, private
 Total Enrollment: 2,295

University of Puerto Rico at Arecibo
 Ana Babilonia
 Director
 Box 1806
 Arecibo, Puerto Rico 00612
 (809) 878-2830
 Level/Control: 4-year, public
 Total Enrollment: 3,761

University of Puerto Rico at Bayamon
 Aida Canals
 Dean and Director
 Bayamon, Puerto Rico 00620-3502
 (809) 786-2885
 Level/Control: 4-year, public
 Total Enrollment: 4,036

University of Puerto Rico Carolina Regional College
 Andres Rodriguez
 Director and Dean
 P.O. Box C.R.
 Carolina, Puerto Rico 00630
 (809) 757-2000
 Level/Control: 2-year, public
 Total Enrollment: 1,798

University of Puerto Rico Cayey University College
 Margarita Benitez
 Chancellor
 Antonio R. Barcelo
 Cayey, Puerto Rico 00633
 (809) 738-2160
 Level/Control: 4-year, public
 Total Enrollment: 3,221

University of Puerto Rico Humacao University College
 Elsa I. Berrios
 Chancellor
 Cuh Station
 Humacao, Puerto Rico 00661
 (809) 852-2525
 Level/Control: 4-year, public
 Total Enrollment: 3,785

University of Puerto Rico La Montana Regional College
 Carmen G. Ortiz
 Director
 P.O. Box 1449
 Utuado, Puerto Rico 00761
 (809) 894-2828
 Level/Control: 2-year, public
 Total Enrollment: 590

University of Puerto Rico Mayaguez Campus
 Jose L. Martinez-Pico
 Chancellor
 Mayaguez, Puerto Rico 00709
 (809) 832-4040
 Level/Control: 4-year, public
 Total Enrollment: 9,663

¹² **University of Puerto Rico Medical Sciences Campus**
 Angel Roman Franco
 Acting Chancellor
 G P O Box 5067
 San Juan, Puerto Rico 00936
 (809) 758-2525
 Level/Control: 4-year, public
 Total Enrollment: 3,130

University of Puerto Rico at Ponce
 Pedro E. Laboy
 Director and Dean
 Box 7186
 Ponce, Puerto Rico 00732
 (809) 844-8181
 Level/Control: 4-year, public
 Total Enrollment: 2,292

University of Puerto Rico Rio Piedras Campus
 Juan R. Fernandez
 Chancellor
 Rio Piedras, Puerto Rico 00931
 (809) 764-0000
 Level/Control: 4-year, public
 Total Enrollment: 22,635

University of Puerto Rico at Aguadilla
 Miguel A. Gonzalez Valentin
 Director
 P.O. Box 160
 Ramey, Puerto Rico 00604
 (809) 890-2681
 Level/Control: 2-year, public
 Total Enrollment: 1,585

University of the Sacred Heart
 Jose A. Morales
 President
 Box 12383
 Loiza Station
 Santurce, Puerto Rico 00914
 (809) 728-1515
 Level/Control: 4-year, private
 Total Enrollment: 8,025

Executive Committee HACU Board of Directors (1989-90)

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President
South Mountain
Community College
Phoenix, Ariz.

Vice Chairperson

Isaura Santiago
President
Hostos Community College
Bronx, N.Y.

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Miguel A. Nevarez
President
University of Texas-
Pan American
Edinburg, Texas

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Jose Garza
Manager
Equal Employment
Opportunity &
Minority Relations
PMI Food Equipment Group
Troy, Ohio

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AT&T Foundation
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Cerritos College
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(resigned effective April 4, 1990)

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Human Resources
Development
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New York, N.Y.

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Chancellor
University of Puerto Rico
Medical Sciences Campus
San Juan, Puerto Rico

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Sueltenfuss
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Our Lady of the Lake
University
San Antonio, Texas

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HACU
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Jose Garza
PMI Food Equipment Group

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Mobil Corporation

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Allstate Insurance Company

Carmen D. Rodriguez
The Equitable

James W. Sturtz
General Motors Corporation

HACU Associate Members (1989)

Colleges and Universities

Arizona State University
 (Tempe, Ariz.)
 Bakersfield College
 (Bakersfield, Calif.)
 Baylor University (Waco, Texas)
 Bunker Hill Community College
 (Boston, Mass.)
 California State University,
 Bakersfield (Bakersfield, Calif.)
 California State University, Fresno
 (Fresno, Calif.)
 California State University,
 Long Beach (Long Beach, Calif.)
 College of the Desert
 (Palm Desert, Calif.)
 Eastern New Mexico University
 Main Campus (Portales, N.M.)
 Eastern New Mexico University,
 Roswell (Roswell, N.M.)
 International Fine Arts College
 (Miami, Fla.)
 Jersey City State College
 (Jersey City, N.J.)
 Loyola Marymount University
 (Los Angeles, Calif.)
 Malcolm X College (Chicago, Ill.)
 Metropolitan State College
 (Denver, Colo.)
 New York City Technical College
 (Brooklyn, N.Y.)
 New York Theological Seminary
 (New York, N.Y.)
 North Park College and Theological
 Seminary (Chicago, Ill.)
 Northern Arizona University
 (Flagstaff, Ariz.)
 St. Edward's University
 (Austin, Texas)
 Salt Lake Community College
 (Salt Lake City, Utah)
 Texas A&M University
 (College Station, Texas)
 Texas Tech University
 (Lubbock, Texas)
 University of California, Berkeley
 (Berkeley, Calif.)
 University of California, Los
 Angeles (Los Angeles, Calif.)
 University of Colorado at Colorado
 Springs (Colorado Springs, Colo.)
 University of Colorado at Boulder
 (Boulder, Colo.)
 University of Houston, Downtown
 (Houston, Texas)
 University of Illinois at Chicago
 (Chicago, Ill.)
 University of Michigan
 (Ann Arbor, Mich.)
 University of New Mexico
 (Albuquerque, N.M.)
 University of Texas Health Science
 Center at San Antonio
 (San Antonio, Texas)
 University of Texas (Austin, Texas)
 University of Texas at Dallas
 (Richardson, Texas)
 Webster University (St. Louis, Mo.)
 Western Michigan University
 (Kalamazoo, Mich.)



Agencies and Organizations

Defense Contract Audit Agency
 (Irving, Texas)
 National Conference for Catholic
 Bishops, N.W. Regional Office for
 Hispanic Affairs (Yakima, Wash.)
 Sandia National Laboratories
 (Albuquerque, N.M.)
 U.S. General Accounting Office
 (Washington, D.C.)
 U.S. Office of Personnel
 Management
 (Washington, D.C.)

Corporate and Foundation Support

Corporations and foundations have supported the work of HACU since its inception. HACU gratefully acknowledges their support and deeply appreciates their

commitment to the improvement of educational opportunities for Hispanics. (See the "1989-1990 Gifts and Grants" list.)

Gifts and Grants August 1989 - July 1990 (amounts cumulative)

\$100,000 +

The Ford Foundation
The Pew Charitable Trusts
The Sears-Roebuck Foundation

\$50,000 - \$99,999

Exxon Education Foundation

\$20,000 - \$49,999

Borden, Inc.
The Equitable Foundation

\$10,000 - \$19,999

The Allstate Foundation
ARCO Foundation
AT&T Foundation
BellSouth Foundation
Intel Foundation
Mobil Foundation, Inc.
Shell Oil Company Foundation

\$5,000 - \$9,999

Ford Motor Company Fund
Motorola Foundation
The Procter & Gamble Fund
Sara Lee Foundation
Southwestern Bell Foundation

\$1,000 - \$4,999

Amoco Foundation
The Chase Manhattan Corporation
Chevron Corporation
Eli Lilly and Company Foundation
General Motors Foundation
Hughes Aircraft Company
Johnson & Johnson Family of
Companies Contribution Fund
KPMG Peat Marwick Foundation
Kraft General Foods, Inc.
The Kroger Company Foundation
Miller Brewing Company
Mutual of Omaha
Premark International, Inc.
The Quaker Oats Foundation
Unisys Corporation
Xerox Foundation

In-Kind Contributions

American Airlines
Chase Education Finance
Center, Inc.
FirstCity, Texas
H.E. Butt Grocery Company
Southwest Airlines Company
Our Lady of the Lake University

Carneiro, Chumney & Co.

CERTIFIED PUBLIC ACCOUNTANTS

RÉPORT OF INDEPENDENT CERTIFIED PUBLIC ACCOUNTANTS

To the Board of Directors and Antonio Rigual, Ph.D.
Hispanic Association of Colleges and Universities
San Antonio, Texas

We have audited the accompanying balance sheets of the Hispanic Association of Colleges and Universities as of December 31, 1989 and 1988, and the related statements of support and revenue, expenses, and changes in fund balances for the years then ended. These financial statements are the responsibility of the Association's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with generally accepted auditing standards. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Hispanic Association of Colleges and Universities at December 31, 1989 and 1988, and the results of its operations and its changes in financial position for the years then ended in conformity with generally accepted accounting principles.

Carneiro, Chumney & Co.

March 1, 1990



40 N.E. Loop 410, Suite 200
San Antonio, Texas 78216-5876
(512) 342-8000

Financial Statements

Balance Sheets

	Dec. 31, 1989	Dec. 31, 1988
Assets		
Cash and Equivalents	\$517,709	\$666,297
Accounts Receivable	1,130	—
Property and Equipment	<u>32,250</u>	<u>31,807</u>
	<u>\$551,089</u>	<u>\$698,104</u>
Liabilities and Fund Balance		
Liabilities		
Deferred Revenue	71,450	76,500
Accounts Payable —		
Operating	14,608	3,112
Accounts Payable —		
OLLU ^{Note 2}	27,320	51,537
Fund Balance	<u>437,711</u>	<u>566,955</u>
	<u>\$551,089</u>	<u>\$698,104</u>

Statements of Support and Revenue, Expenses, and the Changes in Fund Balance

	Dec. 31, 1989	Dec. 31, 1988
Support and Revenue		
Conference Fees	\$ 44,896	\$ 8,940
Consulting Income	12,173	—
Dues	35,850	19,775
Grants	855,475	1,145,377
Other Income	2,178	1,155
Interest	<u>49,803</u>	<u>30,864</u>
	1,000,375	1,206,111
Expenses		
Conferences	\$ 20,318	—
Administration	190,970	82,723
Programs	<u>918,331</u>	<u>573,237</u>
	1,129,619	655,960
Excess of Support and Revenue Over Expenses ^{Note 3}	(129,244)	550,151
Fund Balance,		
Beginning of Year	566,955	16,804
Fund Balance,		
End of Year	<u>437,711</u>	<u>566,955</u>

Statements of Changes in Financial Position
Years Ended December 31, 1989, and 1988

	1989	1988
Financial Resources Were Provided By:		
Excess of Support and Revenue over Expenses	\$(129,244)	\$550,151
Add: Expenses Not Requiring an Outlay of Working Capital — Depreciation	<u>7,291</u>	<u>4,044</u>
Total Resources Provided	\$(121,953)	\$554,195
Financial Resources Were Used For:		
Acquisition of Property and Equipment	<u>7,734</u>	<u>35,851</u>
INCREASE IN WORKING CAPITAL	<u>\$(129,687)</u>	<u>\$518,344</u>
Changes in Working Capital Were Represented By:		
Increase (Decrease) in Current Assets —		
Cash	\$ (43,333)	\$143,693
Certificates of Deposit	(105,255)	503,675
Accounts Receivable	<u>1,130</u>	<u>—</u>
	(147,458)	647,368
Increase (Decrease) in Current Liabilities:		
Deferred Revenue	(5,050)	74,375
Accounts Payable	<u>(12,721)</u>	<u>54,649</u>
	<u>(17,771)</u>	<u>129,024</u>
INCREASE IN WORKING CAPITAL	<u>\$(129,687)</u>	<u>\$518,344</u>

NOTES TO FINANCIAL STATEMENTS

YEARS ENDED DECEMBER 31, 1989 AND 1988

Note 1: Summary of Significant Accounting Policies

The financial statements of the Hispanic Association of Colleges and Universities (HACU) have been prepared on the accrual basis of accounting. The significant accounting policies followed are described below to enhance the usefulness of the financial statements to the reader.

Fund Accounting

To ensure observance of limitations and restrictions placed on the use of resources available to HACU, the accounts of HACU are maintained in accordance with the principles of fund accounting. Resources for various purposes are therefore classified for accounting and reporting purposes into funds established according to their nature and purposes. Separate accounts are maintained for each fund; however, in the accompanying financial statements, funds that have similar characteristics have been combined into fund groups. Accordingly, all financial transactions have been recorded and reported by fund group.

The balance sheet and statement of support and revenue, expenses, and the changes in fund balances present individually all funding segments included in the Association. All significant interfund balances and transactions are eliminated.

Fixed assets are recorded at cost. Depreciation of property and equipment is provided over the estimated useful lives of the respective assets using the straight line method.

Note 2: Related Parties

Our Lady of the Lake University of San Antonio, Texas (OLLU) provides HACU with office space and management services. Beginning in 1988, OLLU and HACU entered into a yearly contractual arrangement whereby HACU pays OLLU for the space the Association occupies and for the time spent by OLLU employees in management of the Association's fiscal affairs. These payments are included in overhead expense.

In addition, HACU "leases" its staff from OLLU. HACU's employees' payroll is reimbursed to the University monthly. The president of OLLU served as the national treasurer of HACU through September 24, 1989 (a non-compensated position). At September 25, 1989 she became one of six officers-at-large who serve HACU.

Note 3: Carryover of Unspent Grant Funds

Of the \$550,151 "Excess of Support and Revenue over Expenses" shown for 1988, \$505,938 was in the Restricted Fund to be used in the Restricted Programs during 1989. The 1989 Restricted Fund expenditures and transfers exceeded revenues by \$295,835, leaving unspent funds to be carried forward to 1990 of \$210,103.

The Hispanic Association of Colleges and Universities (HACU) is an equal opportunity employer. HACU does not discriminate against any employee or job applicant because of race, color, religion, sex, age, national origin, veteran status, handicap, or for any other reason.

ERIC CLEARINGHOUSE FOR
JUNIOR COLLEGES MAY 8 1991